



STATE OF WASHINGTON

Workforce Training and Education Coordinating Board

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April 30, 2007



Sharon Miller, Director  
State Administration and Accountability Group  
Office of Vocational and Adult Education  
U.S. Department of Education  
550 12<sup>th</sup> Street, S.W.  
Washington, D.C. 20202

*Sharon*  
Dear Ms. ~~Miller~~:

Enclosed please find Washington State's Transition Plan for the period of July 1, 2007 through June 30, 2008.

If you have any questions, please call me at (360) 753-5676.

Sincerely,

*Walter Wong*  
Walter Wong  
Chief Operating Officer

Enclosure

cc: Eleni Papadakis  
Terri Colbert  
Rod Duckworth  
Tiffany Merkel Rinke  
Andrew Johnson



U. S. Department of Education  
Office of Vocational and Adult Education

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**The Carl D. Perkins  
Career and Technical Education Act of 2006  
STATE PLAN COVER PAGE**

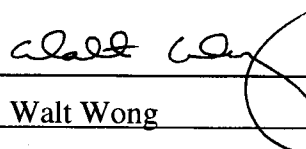
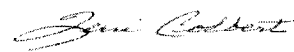
State Name: Washington State

Eligible Agency Submitting Plan on Behalf of State:

Workforce Training and Education Coordinating Board

Person at, or representing, the eligible agency responsible for answering questions on this plan:

Signature:



Name: Terri Colbert

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Type of State Plan Submission (check *all* that apply):

☐ 6-Year

☒ 1-Year Transition

☒ Unified - Secondary and Postsecondary

☐ Unified - Postsecondary Only

☐ Title I only (*All Title II funds have been consolidated under Title I*)

☒ Title I and Title II

**CARL D. PERKINS  
CAREER AND TECHNICAL EDUCATION IMPROVEMENT ACT OF 2006  
P.L.109-270**

**WASHINGTON STATE  
TRANSITION PLAN**

**Effective  
July 1, 2007 – June 30, 2008**

**Eligible Agency**

**Workforce Training and Education Coordinating Board  
David Harrison, Chair  
Eleni Papadakis, Executive Director**

**Secondary Recipient**

**The Office of Superintendent of  
Public Instruction  
Terry Bergeson, Superintendent**

**Postsecondary Recipient**

**State Board for  
Community and Technical Colleges  
Charlie Earl, Executive Director**

In compliance with federal laws, Washington State Public Schools and Community and Technical Colleges administer all state-operated education programs, employment activities and admissions without discrimination based on race, religion, national origin, color, sex, age, military service, or disability.

## **LEGAL AUTHORITIES**

### **Workforce Training and Education Coordinating Board**

RCW 28C.18

- The purpose of the board is to provide planning, coordination, evaluation, monitoring, and policy analysis for the state training system as a whole, and advice to the governor and legislature concerning the state training system, in cooperation with the state training system and the higher education coordinating board.
- The board shall be designated as the state board of vocational education as provided for in P.L. 98-524, as amended, and shall perform such functions as is necessary to comply with federal directives pertaining to the provisions of such law.
- The board shall provide policy advice for any federal act pertaining to work force development that is not required by state or federal law to be provided by another state body.
- Upon enactment of new federal initiatives relating to work force development, the board shall advise the governor and the legislature on mechanisms for integrating the federal initiatives into the state's work force development system and make recommendations on the legislative or administrative measures necessary to streamline and coordinate state efforts to meet federal guidelines.
- The board shall monitor for consistency with the state comprehensive plan for work force training and education the policies and plans established by the state job training coordinating council, the advisory council on adult education, and the Washington state plan for adult basic education, and provide guidance for making such policies and plans consistent with the state comprehensive plan for work force training and education

### **The Office of Superintendent of Public Instruction**

RCW 28A.30

- The state of Washington and/or any school district is hereby authorized to receive federal funds made or hereafter made available by acts of congress for the assistance of school districts in providing physical facilities and/or maintenance and operation of schools, or for any other educational purpose, according to provisions of such acts, and the state superintendent of public instruction shall represent the state in the receipt and administration of such funds.
- The authority for this chapter is RCW 34.05.220 which authorizes the superintendent of public instruction to adopt rules governing the formal and informal procedures prescribed or authorized by chapter 34.05 RCW.

### **State Board for Community and Technical Colleges**

RCW 28B.50

- The college board shall have general supervision and control over the state system of community and technical colleges. In addition to the other powers and duties imposed upon the college board by this chapter, the college board shall be charged with the following powers, duties and responsibilities:
  - (1) Review the budgets prepared by the boards of trustees, prepare a single budget for the support of the state system of community and technical colleges and adult education, and submit this budget to the governor as provided in RCW 43.88.090
  - (2) Establish guidelines for the disbursement of funds; and receive and disburse such funds for adult education and maintenance and operation and capital support of the college districts in conformance with the state and district budgets, and in conformance with chapter 43.88 RCW

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## **PART A: STATE PLAN NARRATIVE**

# Washington State Perkins One-Year Transition Plan

- I. PLANNING, COORDINATION, AND COLLABORATION PRIOR TO PLAN SUBMISSION**  
*The Workforce Training and Education Coordinating Board convened a Washington Perkins Transition Team, bringing together professionals from the secondary and postsecondary agencies and CTE programs. Most members of the team attended the 2006 workshops in DC and Phoenix, and have been meeting monthly since then. This team will continue to work together throughout the planning and implementation period for the transition plan and the five-year plan.*

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## PROGRAM ADMINISTRATION

### A. Statutory Requirements

1. Describe CTE activities to be assisted that are designed to meet or exceed the State-adjusted levels of performance, include a description of –
  - a. The CTE programs of study that may be adopted by local educational agencies and postsecondary institutions to be offered as an option to students when planning for and completing future coursework for CTE content areas that –
    - i. Incorporate secondary and postsecondary education elements;
    - ii. Include coherent and rigorous content, aligned with challenging academic standards, and relevant career and technical content in a coordinated, non-duplicative progression of courses that align secondary education with postsecondary education to adequately prepare students to succeed in postsecondary education;
    - iii. May include the opportunity for secondary education students to participate in dual or concurrent enrollment programs or other ways to acquire postsecondary education credits; and
    - iv. Lead to an industry-recognized credential or certificate at the postsecondary level, or an associate or baccalaureate degree.

During the transition year, members of the Perkins Transition Team will analyze examples of programs that have the elements of the programs of study to adopt a concise definition that incorporates the requirements of programs of study and that reflects the intent of the legislation. The programs with such elements include, but are not limited to: Tech Prep, pathways, Career Clusters, career academies, and Centers of Excellence.

*Responses are based on current policies; changes to policies and procedures will be determined during the transition year.*

- b. How CTE programs of study will be developed and implemented, in consultation with eligible recipients.

The eligible recipients of Perkins funding participate on the state's Perkins Transition Team and meet monthly to develop policy recommendations for all of the Perkins elements, including programs of study. This discussion will include how the process will work from development to implementation. Policy decisions will be taken to the Workforce Training and Education Coordinating Board (Workforce Board) for approval.

*Responses are based on current policies; changes to policies and procedures will be determined during the transition year.*

- c. How eligible recipients will be supported in developing and implementing articulation agreements between secondary education and postsecondary education institutions.

On May 11, 2006 the Workforce Board established policy to re-capture any unexpended funds from Perkins basic grants to local recipients and to redirect these funds for the purpose of advancing career pathways. (The 2006-2007 unexpended basic grant funds will be redirected for this purpose during the 2007-2008 school year.)

Further career cluster policy decisions will be examined by the Perkins Transition Team and forwarded to the Board for approval during the transition year.

*Responses are based on current policies; changes to policies and procedures will be determined during the transition year.*

- d. How programs at the secondary level will make available information about CTE programs of study offered by the eligible recipients.

The state's Transition Team will identify those programs of study that are currently in place that meet the guidelines. A process and policy for approval of other/additional programs of study will be identified. These will be taken to the Board for approval. This information will be shared during public hearings, and with constituent groups throughout the transition year. The definition and elements of programs of study will be posted on websites for both secondary and postsecondary program delivery systems, and will be included in the local planning process. Local recipients' plans must identify the approved programs of study that are offered, in order to establish eligibility for receipt of Perkins funding.

*Responses are based on current policies; changes to policies and procedures will be determined during the transition year.*

- e. How secondary and postsecondary CTE programs will be carried out to develop, improve, and expand access to appropriate technology in CTE programs.

The state's Transition Team will identify how CTE programs will develop, improve, and expand access to appropriate technology in CTE programs. Local recipients will show how access to appropriate technology will be provided in their CTE programs within their local plans.

This information will be shared during public hearings, and with constituent groups throughout the transition year.

*Responses are based on current policies; changes to policies and procedures will be determined during the transition year.*

- f. The criteria that will be used to approve eligible recipients for funds, including criteria to assess the extent to which the local plan will –
- i. Promote continuous improvement in academic achievement;
  - ii. Promote continuous improvement of technical skill attainment; and
  - iii. Identify and address current or emerging occupational opportunities.

Funding for eligible recipients will be formula-based. Local plans will require recipients to describe how their efforts will promote continuous improvement in academic achievement and technical skill attainment. Local recipients will address occupational growth, need, and/or demand programs approval requests.

*Responses are based on current policies; changes to policies and procedures will be determined during the transition year.*

- g. How programs at the secondary level will prepare CTE students, including special populations, to graduate from secondary school with a diploma.

Local secondary recipients will address how their programs will prepare their career and technical education students, including special populations, to graduate from secondary school with a diploma. This will include their efforts to track retention and completion, and to provide remediation when necessary.

*Responses are based on current policies; changes to policies and procedures will be determined during the transition year.*

- h. How programs will prepare CTE students, including special populations, academically and technically for opportunities in postsecondary education or entry into high-skill, high-wage, or high-demand occupations in current or emerging occupations, and how participating students will be made aware of such opportunities.

Local secondary recipients will address how their programs will prepare their career and technical education students, including special populations, academically and technically for opportunities in postsecondary education or entry into high-skill, high-wage, or high-demand occupations in current or emerging occupations, and how participating students will be made aware of such opportunities.

*Responses are based on current policies; changes to policies and procedures will be determined during the transition year.*

- i. How funds will be used to improve or develop new CTE courses –
  - i. At the secondary level that are aligned with rigorous and challenging academic content standards and student academic achievement standards.
  - ii. At the postsecondary level that are relevant and challenging; and
  - iii. That lead to employment in high-skill, high-wage, or high-demand occupations.

Local secondary recipients will address how they will use funds to improve or develop new CTE courses. The program approval at the secondary level will require CTE courses to identify how and where CTE curriculum is aligned with rigorous and challenging academic content.

CTE course approval at the postsecondary level will require schools to demonstrate curriculum relevancy and identify employment opportunities in high-skills, high-wage, or high-demand occupations.

*Responses are based on current policies; changes to policies and procedures will be determined during the transition year.*

- j. How communications will be facilitated and coordinated on best practices among successful recipients of tech prep program grants under Title II and other eligible recipients to improve program quality and student achievement.

Best Practices are collected annually from each tech prep consortium during the end-of-the-year reports. These are shared statewide to the consortia directors and to the state Tech Prep Advisory Committee.

Postsecondary Leadership funds are used for Best Practice replication projects, Industry-Based Professional Development, and Student Leadership projects combined into one block grant

application. Each college eligible for Perkins funding will receive \$16,000 in Perkins leadership funds distributed through a block grant.

Best Practice replication projects are a local application of a best practice concept to fit to the needs of a local recipient to make progress in one or more of the statewide initiatives.

Currently, Best Practices fit under the following statewide initiatives: competency-based education; assessment and follow-up; curriculum development projects; recruiting and advising; implementation of training appropriate to WorkFirst; business and industry partnerships for program improvement; adapting to emerging technologies; distance education; and integration of basic skills.

*Responses are based on current policies; changes to policies and procedures will be determined during the transition year.*

- k. How funds will be used effectively to link academic and CTE at the secondary level and at the postsecondary level in a manner that increases student academic and career and technical achievement.

In the local plans, recipients will address how their funds will be used to effectively link academic and CTE at the secondary and at the postsecondary level in a manner that increases student academic and career and technical achievement. They will include how this achievement will be measured.

*Responses are based on current policies; changes to policies and procedures will be determined during the transition year.*

- l. How reports will be made on the integration of coherent and rigorous content, aligned with challenging academic standards in CTE programs, in order to adequately evaluate the extent of such integration.

Local recipients will be required in the local planning process to identify how rigorous academic standards will be integrated into coherent and rigorous CTE program content. Annually, the local recipients will need to report progress in integration efforts, including how this is measured and how programs are held accountable.

*Responses are based on current policies; changes to policies and procedures will be determined during the transition year.*

8. Describe how local educational agencies, area career and technical education schools, and eligible institutions in the State will be provided with technical assistance.

The Workforce Board staff works directly with the Office of Superintendent of Public Instruction (OSPI) and State Board for Community and Technical Colleges (SBCTC) staffs, providing policy direction and clarification; assisting with resolutions to issues as they arise; participating in professional development opportunities to inform stakeholders of Perkins requirements and policies; providing guidance as needed or requested; and acting as a liaison to system faculty, counselors, and administrator councils and committees. Committees include (but are not limited to) Washington Association of Vocational Administrators (WAVA), Workforce Education

Council (WEC), Washington Association of Career and Technical Education (WA-ACTE), and the Washington Association of Occupational Educators (WAOE). Secondary and postsecondary agencies provide plan guidance and technical assistance to local recipients through newsletters, websites, presentations, written and oral communications, and staff development training sessions.

*Responses are based on current policies; changes to policies and procedures will be determined during the transition year.*

#### **B. Other Department Requirements**

1. *Local planning documents* for both secondary and postsecondary are included in this Transition Plan as appendices.
2. Washington's governance structure (*organization charts*) and *lists of both secondary and postsecondary local recipients* are included in the appendices of this document.

### **III. PROVISION OF SERVICES FOR SPECIAL POPULATIONS**

#### **A. Statutory Requirements**

1. Describe program strategies for special populations listed in Section 3(29) of the Act, including a description of how individuals who are members of special populations – (*“Special populations” means: individuals with disabilities; individuals from economically disadvantaged families, including foster children; individuals preparing for non-traditional fields; single parents, including single pregnant women; displaced homemakers; and individuals with limited English proficiency.*)
  - a. Will be provided with equal access to activities assisted under the Act.

Executive Order 93-07, Affirming Commitment to Diversity and Equity in Service Delivery and Diversity Initiative, recognizes the unique qualities of all individuals and encourages them to avail themselves of educational, economic, and other opportunities. The Office of Superintendent of Public Instruction, State Board of Education, State Board for Community and Technical Colleges, and State Human Rights Commission have published recommendations to create equity in our public institutions. Additional efforts occur through articulation activities between special education administrators, teachers, and counselors and their career and technical education counterparts in local school districts, skills centers, and community and technical colleges. Other examples include equal access statements in catalogs, brochures, newspapers, and bulletin boards around schools and campuses.

Individuals who are members of special populations are provided equal access to the same full range of CTE programs available to individuals who are not members of special populations. These programs include CTE programs of study, cooperative education, apprentice programs, and to the extent practicable, comprehensive career guidance and counseling services.

CTE programs and activities for individuals with disabilities are provided in the least restrictive environment in accordance with section 612(5)(B) of the IDEA and will, if appropriate, be included as a component of the individualized education program (IEP) developed under section

614(a)(5) of that Act. Planning for individuals with disabilities is coordinated among appropriate representatives for CTE, special populations, and state vocational rehabilitation agencies.

In addition, any special population student enrolled in a private secondary school is allowed to attend and participate in CTE programs at a public school. Information on CTE programs is generally made available to prospective CTE students and their parents through mailings or other methods of distribution.

*Responses are based on current policies; changes to policies and procedures will be determined during the transition year.*

- b. Will not be discriminated against on the basis of their status as members of special populations; and

The Governor's Executive Order (referenced above) is monitored at the local level by the Vocational Director/Administrator in cooperation with local special education staff to determine compliance with IEPs developed for the student under section 614(a)(5) of the IDEA, the laws of the state, and Perkins requirements. OSPI, SBCTC, and Offender Employment Services (OES) conduct local program monitoring of schools districts, campuses, and programs to assure compliance with provision of the Act. The Workforce Board monitors the state-level system agencies for compliance with the Act.

*Responses are based on current policies; changes to policies and procedures will be determined during the transition year.*

- c. Will be provided with programs designed to enable the special populations to meet or exceed state-adjusted levels of performance, and how they will be prepared for further learning and for high-skill, high-wage, or high-demand occupations. [Sec. 122(c)(9)(A)-(C)]

Strategies to assure that secondary special population students will be provided with programs designed to enable them to meet or exceed the State-adjusted levels of performance and how they will be prepared for further learning and for high-skill, high-wage, or high-demand occupations include: inclusion of measurable goals for services and programs to meet the needs of special populations within the local application. School districts must provide full descriptions, including funding levels and comments, for each goal. These plans include enrollments numbers, assessed needs, how the needs will be met, and outreach and recruitment efforts.

Strategies to assure that postsecondary special population students will be provided with programs designed to enable them to meet or exceed the state-adjusted levels of performance and how they will be prepared for further learning and for high-skill, high-wage, or high-demand occupations include providing funding for replication of Best Practices, designed to specifically support programs for special populations. Technology integration and on-line course offerings provide extended access to high-wage career education, while modularized curricula provide increased access for career advancement and learning opportunities through short-term specialized training.

*Responses are based on current policies; changes to policies and procedures will be determined during the transition year.*

## IV. ACCOUNTABILITY AND EVALUATION

### A. Statutory Requirements

1. Describe procedures used to obtain input from eligible recipients in establishing measurements definitions and approaches for the core indicators of performance for CTE students at the secondary and postsecondary levels, as well as for any other additional indicators of performance identified by the eligible agency. [Sec. 113(b)(1)(A)-(B), Sec. 113(b)(2)(A)-(C)]

The Workforce Board staff convened accountability teams – one for secondary and the other postsecondary. These teams included both program and data staff. During meetings of these teams, agreement was reached on definitions for the measurements, including numerator and denominator definitions. Strategies for measurements were also discussed and consensus reached. These strategies were further shared with members of the Perkins Transition Team and with system groups.

*Responses are based on current policies; changes to policies and procedures will be determined during the transition year.*

2. Describe procedures that will be used to obtain input from eligible recipients in establishing a State-adjusted level of performance for each of the core indicators of performance for CTE students at the secondary and postsecondary levels, as well as State levels of performance for any additional indicators of performance identified by the eligible agency. [Sec. 122(c)(10)(A), Sec. 113(b)(3)(B)]

Meetings will be convened with accountability teams for both the secondary and postsecondary eligible recipients. These meetings will provide a venue for input and analysis in establishing our state's adjusted level of performance for each of the core indicators of performance.

*Responses are based on current policies; changes to policies and procedures will be determined during the transition year.*

3. Identify the valid and reliable measurement definitions and approaches that will be used for each of the core indicators of performance for CTE students at the secondary and postsecondary levels, as well as any additional indicators of performance, identified by the eligible agency, that are valid and reliable. This description must include how the proposed definitions and measures are valid and reliable. [Sec. 113(b)(2)(A)-(B)]

#### **Definitions**

**CTE Secondary Participant** – A secondary student who has passed one or more courses in any CTE program area

**CTE Secondary Concentrator** – A secondary student who has passed two or more CTE courses above the exploratory level in a single cluster

**CTE Secondary Completer** – A secondary student who has completed a CTE instructional program

**CTE Postsecondary Participant** – A student enrolled with a vocational intent who has earned one or more college level credits in any career and technical education (CTE) program area

**CTE Postsecondary Concentrator** – A postsecondary student who: (1) completes at least 12 academic or CTE credits within a single program area sequence that is comprised of 12 or more academic and technical credits and terminates in the award of an industry-recognized credential, a certificate, or a degree; or (2) completes a short-term CTE program sequence of less than 12 credits that terminates in an industry-recognized credential, a certificate, or a degree

### **Core Measures**

#### ***1S1 Academic Achievement – Reading***

**Numerator:** Number of CTE concentrators who have met the proficient or advanced level on the statewide high school reading/language arts assessment administered by the State under Section 1111(b)(3) of the Elementary and Secondary Education Act (ESEA) as amended by the No Child Left Behind Act based on the scores that were included in the State's computation of adequate yearly progress (AYP) and who, in the reporting year, left secondary education.

**Denominator:** Number of CTE concentrators who took the ESEA assessments in reading/language arts whose scores were included in the State's computation of AYP and who, in the reporting year, left secondary education

**Validity/Reliability:** This measure is based on the Washington Assessment of Student Learning (WASL) a validated test of high school reading/language arts proficiency. The test is delivered to all High School Sophomores, with retests in subsequent years for those who do not meet proficiency standards on first administration. CTE concentrators and year of leaving secondary education will be identified using data submitted by grantees in the Core Student Record System (CSRS) the state's on-line reporting system for collection of student accountability data.

#### ***1S2 Academic Achievement – Mathematics***

**Numerator:** Number of CTE concentrators who have met the proficient or advanced level on the statewide high school mathematics assessment administered by the State under Section 1111(b)(3) of the Elementary and Secondary Education Act (ESEA) as amended by the No Child Left Behind Act based on the scores that were included in the State's computation of adequate yearly progress (AYP) and who, in the reporting year, left secondary education.

**Denominator:** Number of CTE concentrators who took the ESEA assessments in mathematics whose scores were included in the State's computation of AYP and who, in the reporting year, left secondary education

**Validity/Reliability:** Similar to the answer for 1S1.

#### ***2S1 Technical Skill Attainment***

**Numerator:** Number of CTE concentrators who have passed an industry-based assessment and who have left secondary education in the reporting year

**Denominator:** Number of CTE concentrators in programs with industry assessments and who have left secondary education in the reporting year

**Validity/Reliability:** Validity and reliability will be part of the standard for tests chosen to be used in this measure. Skill attainment results will be collected from grantees using the CSRS which is being modified to accept this information.

### ***3S1 Secondary School Completion***

**Numerator:** Number of CTE concentrators who have attained a high school diploma or GED and who have left secondary education in the reporting year

**Denominator:** Number of CTE concentrators who have left secondary education during the reporting year

**Validity/Reliability:** Data will be reported using CSRS. High schools maintain valid data on attainment of high school diplomas. Currently, they do not have good data on GED receipt unless it is reported to the grantee by the student. The other forms of high school credentialing are not included in this measure because they do not exist in Washington.

### ***4S1 Student Graduation Rates***

**Numerator:** Number of CTE concentrators who, in the reporting year, were included as graduated in the State's computation of its graduation rate as described in Section 1111(b)(2)(C)(vi) of the ESEA.

**Denominator:** Number of CTE concentrators who, in the reporting year, were included in the State's computation of its graduation rate as defined in the state's Consolidated Accountability Plan pursuant to Section 1111(b)(2)(c)(vi) of the ESEA

**Validity/Reliability:** Data will be reported using CSRS, based on the same reporting system used to report information used to calculate graduation rates as described in ESEA.

### ***5S1 Placement***

**Numerator:** Number of CTE concentrators who were employed, enrolled in higher education, or enlisted in the military during the third post-exit quarter, based on administrative records or a student survey

**Denominator:** Number of CTE concentrators who have left secondary education during the reporting year

**Validity/Reliability:** Reporting will be based on match of administrative records with Unemployment Insurance Wage records and administrative records of enrollment in further education. These records cover most employment and public further education in Washington State, and constitute a valid measure of employment and further education. SSNs used for matching will be gathered from grantees through CSRS where possible and from vocational students who take SAT and ACT tests. School districts that do not submit SSNs will be required to participate in a student survey which will be designed to produce valid, reliable results.

### ***6S1 Nontraditional Participation***

**Numerator:** Number of CTE participants from underrepresented gender groups who participated in a program that leads to employment in nontraditional fields during the reporting year

**Denominator:** Number of CTE participants who participated in a program that leads to employment in nontraditional fields during the reporting year

**Validity/Reliability:** Data will be collected from CSRS, which should include valid and reliable measures of student gender and program participation. Identification of instructional programs leading to employment in nontraditional fields will be based on OAVE-approved crosswalks.

### ***6S2 Nontraditional Completion***

**Numerator:** Number of CTE concentrators from underrepresented gender groups who completed a program that leads to employment in nontraditional fields during the reporting year

**Denominator:** Number of CTE concentrators who completed a program that leads to employment in nontraditional fields during the reporting year

**Validity/Reliability:** See the answer for 6S1.

#### *1P1 Technical Skill Attainment*

Number of CTE concentrators who have attained an award (a degree, certificate, apprenticeship, or an industry certification) or completed at least 45 vocational credits with a 2.0 GPA

**Validity/Reliability:** Skill standards are built into the assessment system for CTE programs approved by the State Board for Community and Technical Colleges. Award of a degree, certificate, apprenticeship completion, or industry certification from an approved program constitutes a valid measure of skill attainment. Similarly, completion of 45 vocational credits with a 2.0 GPA is a valid measure of skill attainment. Grantees reliably report the data identifying concentrators, receipt of awards, or completion of vocational credits using the Student Management Information System (SMIS).

#### *2P1 Credential, Certificate, or Diploma*

Number of CTE concentrators who have attained an award (a degree, certificate, apprenticeship, or an industry certification)

**Validity/Reliability:** Records on degrees, certificates, apprenticeships, and industry certifications awarded are maintained by the grantees, and will be reported using the SMIS system.

#### *3P1 Student Retention*

**Numerator:** Number of CTE participants who became CTE concentrators or enrolled in other higher education during the reporting year

**Denominator:** Number of CTE participants during the reporting year

**Validity/Reliability:** These data will be obtained through administrative match using data collected in SMIS for subsequent CTE concentration and by the Educational Data Service Center (EDSC), which collects data on public postsecondary education in Washington State. Matching in SMIS and EDSC further education records constitutes a valid and reliable measure of student retention.

#### *4P1 Student Placement*

**Numerator:** Number of CTE concentrators who were either employed according to UI wage records or in the military, and not enrolled in higher education during the third quarter after they exit.

**Denominator:** Number of CTE concentrators exiting during the reporting period and not enrolled in higher education during the 3<sup>rd</sup> quarter after exit.

**Validity/Reliability:** Reporting will be based on match of administrative records with Unemployment Insurance Wage records. These records cover most employment in Washington State, and constitute a valid measure of employment. SSNs used for matching will be gathered from grantees through SMIS.

#### *5P1 Nontraditional Participation*

**Numerator:** Number of CTE participants from underrepresented gender groups who participated in a program that leads to employment in nontraditional high wage fields during the reporting year

**Denominator:** Number of CTE participants who participated in a program that leads to employment in nontraditional high wage fields during the reporting year

Validity/Reliability: Data will be collected from SMIS, which should include valid and reliable measures of student gender and program participation. Identification of instructional programs leading to employment in nontraditional fields will be based on OAVE-approved crosswalks.

*5P2 Nontraditional Completion*

Numerator: Number of CTE concentrators from underrepresented gender groups who completed a program that leads to employment in nontraditional high wage fields during the reporting year

Denominator: Number of CTE concentrators who completed a program that leads to employment in nontraditional high wage fields during the reporting year.

Validity/Reliability: See the answer for 5P1.

**State Additional Indicators**

*Earnings*

Median annualized earnings of former participants with employment recorded in Unemployment Insurance (UI) and other administrative records during the third quarter after leaving the program, measured only among the former participants not enrolled in further education during the quarter.

Validity/Reliability: This measure is based on matches to Unemployment Insurance Wage Records and further education records using SSNs contained in the administrative records used for placement and retention measures. Unemployment Insurance Wage Records provide a valid measure of earned income.

*Employer Satisfaction*

Percentage of employers who report satisfaction with new employees who are program completers as evidenced by survey responses (Not required at the local level)

Validity/Reliability: This measure is based survey data obtained from a large sample of Washington employers who indicated that they hired employees who completed vocational education some time during the prior year. Sample sizes are not sufficient to report this for grantees or sub-state areas. The survey is conducted every other year.

*Student Satisfaction*

Percentage of former students who report satisfaction with the program as evidenced by survey responses (Not required at the local level)

Validity/Reliability: This measure is based survey data obtained from a large sample of Washington secondary and postsecondary CTE students who completed vocational education during the prior year. Sample sizes are not sufficient to report this for grantees or sub-state areas. The survey is conducted every other year.

4. Describe how the indicators will be aligned, to the greatest extent possible, so that information substantially similar to that gathered for other State and Federal programs, or for any other purpose, is used to meet the Act's accountability requirements. [Sec. 113(b)(2)(F)]

The Workforce Board is the eligible agency and has responsibility under state statute to coordinate planning for 18 statewide programs, eight of which receive federal funding. The Workforce Board also serves as the state's Workforce Investment Board under the Workforce Investment Act (WIA). In that planning process, where there are comparable indicators to those in WIA, those indicators are defined in the same or a similar manner across the programs. For example, the Perkins core indicators are defined consistently with those for the Eligible Training Provider List. Additionally, the state indicators are required for all programs.

*Responses are based on current policies; changes to policies and procedures will be determined during the transition year.*

5. *Forms with baseline data – not required for transition plan.*

6. Describe the process for reaching agreement on local adjusted levels of performance if an eligible recipient does not accept the state-adjusted levels of performance under section 113(b)(3) of the Act.

If a local recipient does not accept the state-adjusted level of performance for an indicator, then the local recipient may negotiate an adjusted level of performance that is 3 percent above the average performance of the local recipient for that indicator during the past 3 years (fewer than 3 years may be used, if data is unavailable).

*Responses are based on current policies; changes to policies and procedures will be determined during the transition year.*

7. Describe the objective criteria and methods that will be used to allow an eligible recipient to request revisions to its local adjusted levels of performance if unanticipated circumstances arise with respect to an eligible recipient.

Objective criteria and methods that will allow an eligible recipients to request revisions (as described above) to its local adjusted levels of performance if unanticipated circumstances arise, will be explored, defined, and adopted during the transition year.

*Responses are based on current policies; changes to policies and procedures will be determined during the transition year.*

8. Describe how data will be reported, relating to students participating in CTE programs, in order to adequately measure the progress of the students, including special populations and students participating in tech prep programs, if applicable, and how to ensure that the data reported from local education agencies and eligible institutions, and the data reported to the Secretary, are complete, accurate, and reliable.

For secondary CTE the main database will be the CSRS (Core Student Record System), which on a monthly basis, compiles statewide public secondary student records from the district level Student Information Systems (SIS). Student enrollment in CTE, including participation and completion in Tech Prep programs, is collected through this system. CSRS also collects

demographic data on all the special populations that will be reported for CTE and Tech Prep. Districts review their annual summary files, compiled from the monthly CSRS extracts. These annual summary files are then used to generate statistical and performance reports. The CSRS is also used in computing official performance measures for ESEA/NCLB. The CSRS is designed to reduce the number of data collections required annually and to respond to federal and state reporting requirements. OSPI annually collects various data from school districts through CSRS.

For postsecondary CTE, the main database will be the central student records system of the community and technical colleges. This system will provide sufficient data and student records for the performance and accountability measures. The student records systems will provide the disaggregated data for reporting performance levels for special populations and tech prep students.

*Responses are based on current policies; changes to policies and procedures will be determined during the transition year.*

9. Describe how the State plans to enter into an agreement with each consortium receiving a grant under Perkins IV to meet a minimum level of performance for each of the performance indicators describe in section 113(b) and 203(e) of the Act.

The secondary system uses grant agreements for consortia. Grant agreements with consortium leads and all consortium members will be revised to include performance indicators and the minimum levels of performance.

There will be no postsecondary institutions entering into a consortium agreement.

*Responses are based on current policies; changes to policies and procedures will be determined during the transition year.*

10. Describe how the state will annually evaluate the effectiveness of CTE programs, and describe, to the extent practicable, how the state is coordinating those programs with other Federal programs to ensure non-duplication.

The state eligible agency, the Workforce Board, is responsible under state statute to coordinate planning for 18 statewide programs (eight of which receive federal funding) and serves as the State Workforce Investment Board under WIA. These responsibilities enable the Workforce Board to ensure non-duplication among federal programs. The Workforce Board provides Workforce Training Results biennially, including this information.

*Responses are based on current policies; changes to policies and procedures will be determined during the transition year.*

## V. TECH PREP PROGRAMS

### A. Statutory Requirements

1. Describe the competitive basis or formula that will be used to award grants to tech prep consortia.

#### **Current Tech Prep Funding Formula**

**Consortium \$ = variable \$ for the consortium + \$70K base**

\$70,000 base available for each of 22 consortia

$\$70K \times 22 = \$1,540,000$

State Tech Prep allocation – base allocation = balance

$\text{Balance} \div \text{Total State Tech Prep Headcount} = \$ \text{ per headcount}$

*(Note that the \$ per headcount is not a constant from year to year.)*

$\$ \text{ per headcount} \times \text{consortium headcount} = \text{variable allocation for consortia.}$

*Responses are based on current policies; changes to policies and procedures will be determined during the transition year.*

- B. Submit a copy of the local application form(s) used to award tech prep funds to consortia and a copy of the technical review criteria used to select winning consortia, if funds are awarded competitively. (See Appendices)

## VI. FINANCIAL REQUIREMENTS

### A. Statutory Requirements

1. Describe how the agency will allocate funds it receives through the allotment made under section 111 of the Act, including any funds that may be consolidated under section 202(2) of the Act, will be allocated among CTE at the secondary level and CTE at the postsecondary level, including rationale for such allocation.

The state will allocate funds through cooperative agreements between the Washington State Workforce Board and OSPI and SBCTC. The funds are currently allocated on a 44/56 percent split, secondary/postsecondary. Any policy decision that may change the split will be made during the transition year.

Washington State will continue to use Tech Prep resources as a separate Title during 2007-2008. Policy decisions on maintaining Tech Prep as a separate Title or merging it with the Basic Grant will be made during the transition year. Allocations will be made through consortia applications, administered through the State Board for Community and Technical Colleges.

*Responses are based on current policies; changes to policies and procedures will be determined during the transition year.*

2. Provide the specific dollar allocations made available by the eligible agency for CTE programs under section 131 (a)-(e) of the Act and how these allocations are distributed to local educational agencies, area career and technical education schools, and educational service agencies within the state.

Basic Allocations will be made to the secondary and postsecondary systems on a 44/56 percent split. Each system intends to use the ten percent reserve. The state intends to use \$150,000 for nontraditional programs, and 1 percent will go to Employment Security for their Offender Employment Services Division. Administrative funds will be 5 percent. Distributions to the local education schools and postsecondary institutions will be made based on formulas. See Budget Forms for specific dollar allocations.

*Secondary local allocations are formula-based:*

30 percent based on the total populations of 5-17 year olds in the district and 70 percent on the populations of 5-17 year olds in the district living below the poverty level.

*Postsecondary local allocations are formula-based:*

The formula is based on 90 percent "Pell Plus," nine percent rural, and one percent high vocational numbers. Numbers used are unduplicated headcount, one-year numbers, with no caps.

The first 90 percent of funds that are distributed to the colleges are based on the "Pell Plus" formula, based on enrollment data. These are unduplicated students with a vocational intent who are Pell/BIA, Worker Retraining, welfare recipients and former welfare recipients, who are attending for employment related basic skills from the two years proceeding the current fiscal year. (Example FY06 awards were based on FY04 enrollment data.)

The remaining ten percent is divided with nine percent for rural schools and one percent to schools with a high percentage of vocational students.

*Rural colleges* are those in counties with population densities of less than 100 persons per square mile, based on data from the Office of Financial Management. Counties not included by this definition are: Clark, Island King, Kitsap, Pierce, Snohomish, Spokane, and Thurston. Three counties are prorated to reflect the portions of the county where the population meets the rural definition: Spokane, Olympic, and Clark.

*Colleges with high percentage of vocational students* are those colleges that have 50 percent or more of their student populations enrolled in vocational programs. The percentage is calculated from the number of students with a vocational intent code, divided by the college's annual student headcount.

The "Pell Plus" formula was approved by OVAE for use beginning with Perkins III.

*Responses are based on current policies; changes to policies are procedures will be determined during transition year.*

3. Describe how the agency will allocate any of those funds among any consortia that will be formed among secondary schools and eligible institutions, and how funds will be allocated among the members of the consortia, including the rationale for such allocation.

Secondary allocations: Districts notify the state agency of their intention to form a consortium. The same formula-based allocations described in VI. A. 1 above are calculated and distributed to each member district in the consortia in the same manner as non-consortia allocations.

No postsecondary institutions enter into consortium agreements.

*Responses are based on current policies; changes to policies and procedures will be determined during the transition year.*

4. Describe how the data used will be adjusted to make the allocations to reflect any change in school district boundaries that may have occurred since the populations and/or enrollment data was collected, and include local educational agencies without geographical boundaries, such as charter schools and secondary schools funded by the Bureau of Indian Affairs.

In Washington the school district boundaries seldom change, but in the event that boundaries change, CTE would follow the policies in place at OSPI for Title I.

*Responses are based on current policies; changes to policies and procedures will be determined during the transition year.*

5. Provide a description of any proposed alternative allocation formula(s) requiring approval by the Secretary.

N/A

## Other Department Requirements

6. Submit a detailed project budget.

Details are outlined on Budget Forms

7. Provide a listing of allocations made to consortia (secondary and postsecondary) from funds available under sections 112(a) and (c) of the Act.

### Secondary:

Kennewick School District, Columbia (Walla Walla) School District, Finley School District, Kiona-Benton City School District-\$115,651

Rochester School District, Rainier School District-\$19,226

Shelton School District, McCleary School District-\$56,649

St. John School District, Endicott School District-\$3,696

No postsecondary institutions enter into consortium agreements.

*Responses are based on current policies; changes to policies and procedures will be determined during the transition year.*

8. Describe the secondary and postsecondary formulas used to allocate funds available under section 112(a) of the Act, as required by section 131(a) and 132(a) of the Act.

### Secondary formula:

The secondary distribution will be based on:

1. 70 percent – the number of 5-17 year olds who reside in the school district from families with incomes below the poverty line (as defined by the Office of Management and Budget); and
2. 30 percent – the number of 5-17 year olds who reside in the school district.

### Postsecondary local allocations are formula-based:

The formula is based on 90 percent “Pell Plus,” nine percent rural, and one percent high vocational numbers. Numbers used are unduplicated headcount, one-year numbers, with no caps.

The first 90 percent of funds that are distributed to the colleges are based on the “Pell Plus” formula, based on enrollment data. These are unduplicated students with a vocational intent who are Pell/BIA, Worker Retraining, welfare recipients and former welfare recipients, who are attending for employment related basic skills from the two years proceeding the current fiscal year. (Example FY06 awards were based on FY04 enrollment data.)

The remaining ten percent is divided with nine percent for rural schools and one percent to schools with a high percentage of vocational students.

The student intent code must be a vocational intent, the headcount is determined for each postsecondary institution. Those institutions where the headcount would result in an award of \$50,000 or more are allocated funds. The funds are then distributed based on this percent of total headcount.

*Rural colleges* are those in counties with population densities of less than 100 persons per square mile, based on data from the Office of Financial Management. Counties not included by this

definition are: Clark, Island King, Kitsap, Pierce, Snohomish, Spokane, and Thurston. Three counties are prorated to reflect the portions of the county where the population meets the rural definition: Spokane, Olympic, and Clark.

*Colleges with high percentage of vocational students* are those colleges that have 50 percent or more of their student populations enrolled in vocational programs. The percentage is calculated from the number of students with a vocational intent code, divided by the college's annual student headcount.

The "Pell Plus" formula was approved by OVAE for use beginning with Perkins III

*Responses are based on current policies; changes to policies and procedures will be determined during the transition year.*

9. Describe the competitive basis or formula to be used to award reserve funds under section 112(c) of the Act.

Secondary: In past years the reserve was allocated to districts with both (1) greater than 200 vocational FTE and (2) a concentration of vocational FTE greater than 20 percent of the grade 9-12 FTE. This will be the same process that we will use in the future to allocate the funding.

The postsecondary system's 10 percent reserve will be used for rural areas and areas with high percentages of CTE students. Rural colleges are small and serve poor and geographically large areas. The limited size of the rural colleges makes it more difficult to absorb changes that larger institutions in more affluent regions with more diverse economies and access to private sector resources. The colleges with high percentages of CTE students include the state's technical colleges. The extra resource will enable accelerated development of new high-demand CTE programs and to modify and improve current offerings to meet industry requirements and labor market demand.

The ten percent reserve is divided with nine percent for rural schools and one percent to schools with a high percentage of vocational students.

*Rural colleges* are those in counties with population densities of less than 100 persons per square mile, based on data from the Office of Financial Management. Counties not included by this definition are: Clark, Island King, Kitsap, Pierce, Snohomish, Spokane, and Thurston. Three counties are prorated to reflect the portions of the county where the population meets the rural definition: Spokane, Olympic, and Clark.

*Colleges with high percentage of vocational students* are those colleges that have 50 percent or more of their student populations enrolled in vocational programs. The percentage is calculated from the number of students with a vocational intent code, divided by the college's annual student headcount.

*Responses are based on current policies; changes to policies and procedures will be determined during the transition year.*

10. Describe the procedures used to rank and determine eligible recipients seeking funding under section 112(c) of the Act.

**Secondary procedures:**

Currently secondary system uses the iGrants System (Grants, Reporting, Analytical, Net-based, Transaction System). During the transition year OSPI will develop policy about using floors for consortiums and grant recipients.

**Postsecondary procedures:**

The ten percent reserve is divided with nine percent for rural schools and one percent to schools with a high percentage of vocational students.

*Rural colleges* are those in counties with population densities of less than 100 persons per square mile, based on data from the Office of Financial Management. Counties not included by this definition are: Clark, Island King, Kitsap, Pierce, Snohomish, Spokane, and Thurston. Three counties are prorated to reflect the portions of the county where the population meets the rural definition: Spokane, Olympic, and Clark.

*Colleges with high percentage of vocational students* are those colleges that have 50 percent or more of their student populations enrolled in vocational programs. The percentage is calculated from the number of students with a vocational intent code, divided by the college's annual student headcount.

*Responses are based on current policies; changes to policies and procedures will be determined during the transition year.*

11. Describe the procedures used to determine eligible recipients in rural and sparsely populated areas under section 131(c)(2) or 132(a)(4) of the Act.

**Secondary procedures:**

Currently, the secondary system uses the iGrants System (Grants, Reporting, Analytical, Net-based, Transaction System). During the transition year, OSPI will develop policy about using floors for consortiums and grant recipients.

**Postsecondary procedures:**

The student intent code must be a vocational intent, the headcount is determined for each postsecondary institution. Those institutions where the headcount would result in an award of \$50,000 or more are allocated funds. The funds are then distributed based on the percent of total headcount.

*Rural colleges* are those in counties with population densities of less than 100 persons per square mile, based on data from the Office of Financial Management. Counties not included by this definition are: Clark, Island King, Kitsap, Pierce, Snohomish, Spokane, and Thurston. Three counties are prorated to reflect the portions of the county where the population meets the rural definition: Spokane, Olympic, and Clark.

*Colleges with high percentage of vocational students* are those colleges that have 50 percent or more of their student populations enrolled in vocational programs. The percentage is calculated from the number of students with a vocational intent code, divided by the college's annual student headcount.

*Responses are based on current policies; changes to policies and procedures will be determined during the transition year.*

## **VII. EDGAR CERTIFICATIONS AND OTHER ASSURANCES**

### **A. EDGAR Certifications**

1. Provide a written and signed certification that –
  - a. This plan is submitted by the state agency that is eligible to submit the plan. (Workforce Training and Education Coordinating Board)
  - b. The state agency has authority under state law to perform the functions of the state under the program.
  - c. The state legally may carry out each provision of the plan.
  - d. All provisions of the plan are consistent with state law.
  - e. A state officer, specified by title in the certification, has authority under state law to receive, hold, and disburse Federal funds made available under the plan.
  - f. The state officer who submits the plan, specified by title in the certification, has authority to submit the plan.
  - g. The agency that submits the plan has adopted or otherwise formally approved the plan.
  - h. The plan is the basis for state operation and administration of the program.
  - i. The state will comply with the requirements of the Act and the provisions of the state plan, including the provision of a financial audit of funds received under the Act, which may be included as part of an audit of other federal or state programs.
  - j. None of the funds expended under the Act will be used to acquire equipment (including computer software) in any instance in which such acquisition results in a direct financial benefit to any organization representing the interests of the acquiring entity or the employees of the acquiring entity, or any affiliate of such an organization.
  - k. The state will waive the minimum allocation as required in section 131(c)(1) in any case in which the local educational agency is located in a rural, sparsely populated area or is a public charter school operating secondary school career and technical education programs and demonstrates that it is unable to enter into a consortium for purposes of providing services under the Act.
  - l. The state will provide, from non-federal sources for the costs the eligible agency incurs for the administration of programs under this Act, an amount that is not less than the amount provided by the eligible agency from non-federal sources for such costs for the preceding fiscal year.
  - m. The state and eligible recipients that use funds under this Act for in-service and pre-service CTE professional development programs for CTE teachers, administrators, and other personnel shall, to the extent practicable, upon written request, permit the participation in such programs of secondary CTE school teachers, administrators, and other personnel in

nonprofit private schools offering secondary CTE programs located in the geographical area served by such eligible agency or eligible recipient.

- n. Except as prohibited by state or local law, an eligible recipient may, upon written request, use funds made available under this Act to provide for the meaningful participation, in CTE programs and activities receiving funds under this Act, of secondary school students attending nonprofit private schools who reside in the geographical area served by the eligible recipient.
- o. Eligible recipients that receive an allotment under this Act will consult, upon written request, in a timely and meaningful manner with representatives of nonprofit private schools in the geographical area served by the eligible recipient regarding the meaningful participation, in CTE programs and activities receiving funding under this Act, of secondary school students attending nonprofit private schools.

## CERTIFICATION REGARDING LOBBYING

Applicants must review the requirements for certification regarding lobbying included in the regulations cited below before completing this form. Applicants must sign this form to comply with the certification requirements under 34 CFR Part 82, "New Restrictions on Lobbying." This certification is a material representation of fact upon which the Department of Education relies when it makes a grant or enters into a cooperative agreement.

As required by Section 1352, Title 31 of the U.S. Code, and implemented at 34 CFR Part 82, for persons entering into a Federal contract, grant or cooperative agreement over \$100,000, as defined at 34 CFR Part 82, Sections 82.105 and 82.110, the applicant certifies that:

- (a) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making of any Federal grant, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal grant or cooperative agreement;
- (b) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal grant or cooperative agreement, the undersigned shall complete and submit Standard Form - LLL, "Disclosure Form to Report Lobbying," in accordance with its instructions;
- (c) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subgrants and contracts under grants and cooperative agreements) and that all subrecipients shall certify and disclose accordingly.

As the duly authorized representative of the applicant, I hereby certify that the applicant will comply with the above certification.

NAME OF APPLICANT	PR/AWARD NUMBER AND / OR PROJECT NAME
<i>Workforce Training and Education Coordinating Board</i>	
PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE	
<i>WALTER WONG      Chief Operating Officer</i>	
SIGNATURE	DATE
<i>Walter Wong</i>	<i>4-30-07</i>

## ASSURANCES - NON-CONSTRUCTION PROGRAMS

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington, DC 20503

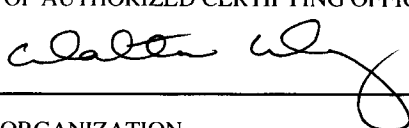
**PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.**

**Note:** Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant I certify that the applicant:

1. Has the legal authority to apply for Federal assistance, and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management, and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States, and if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. §§4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. §§1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. §794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. §§ 6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) §§ 523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. §§ 290 dd-3 and 290 ee 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. § 3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.
7. Will comply, or has already complied, with the requirements of Titles II and III of the uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.
8. Will comply, as applicable, with the provisions of the Hatch Act (5 U.S.C. §§1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. §§276a to 276a-7), the Copeland Act (40 U.S.C. §276c and 18 U.S.C. §874) and the Contract Work Hours and Safety Standards Act (40 U.S.C. §§ 327-333), regarding labor standards for federally assisted construction subagreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§1451 et seq.); (f) conformity of Federal actions to State (Clear Air) Implementation Plans under Section 176(c) of the Clear Air Act of 1955, as amended (42 U.S.C. §§7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended, (P.L. 93-523); and (h) protection of endangered species under the Endangered Species Act of 1973, as amended, (P.L. 93-205).
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. §1721 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. §470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. §§469a-1 et seq.).
14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §4801 et seq.) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, AAudits of States, Local Governments, and Non-Profit Organizations.≡
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations and policies governing this program.

SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL 		TITLE <i>Chief Operating Officer</i>
APPLICANT ORGANIZATION <i>Workforce Training and Education Coordinating Board</i>		DATE SUBMITTED <i>4-30-07</i>

## **PART B: BUDGET FORMS**

**PERKINS IV BUDGET TABLE - PROGRAM YEAR 1**  
(For Federal Funds to Become Available Beginning on July 1, 2007)

**I. TITLE I: CAREER AND TECHNICAL EDUCATION ASSISTANCE TO STATES**

A. Total Title I Allocation to the State	\$22,629,487
B. Amount of Title II Tech Prep Funds to Be Consolidated with Title I Funds	\$ <u>0</u>
C. Total Amount of Combined Title I and Title II Funds to be distributed under section 112 ( <i>Line A + Line B</i> )	\$22,629,487
D. Local Formula Distribution ( <i>not less than 85%</i> ) ( <i>Line C x 85%</i> )	\$19,235,064
1. Reserve ( <i>not more than 10% of Line D</i> )	\$ 1,923,506
a. Secondary Programs (44% of <i>Line D</i> )	\$ 846,343
b. Postsecondary Programs (56% of <i>Line D</i> )	\$ 1,077,163
2. Available for formula allocations ( <i>Line D minus Line D.1</i> )	\$17,311,558
a. Secondary Programs (44% of <i>Line D.2</i> )	\$ 7,617,085
b. Postsecondary Programs (56% of <i>Line D.2</i> )	\$ 9,694,473
E. Leadership (not more than 10%) ( <i>Line C x 10%</i> )	\$ 2,262,949
a. Nontraditional Training and Employment (\$150,000)	
b. Corrections or Institutions (\$226,295)	
F. State Administration (not more than 5%) ( <i>Line C x 5%</i> )	<b>\$ 1,131,474</b>
G. State Match ( <i>from non-federal funds</i> ) <sup>1</sup>	<b>\$ 1,131,474</b>

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<sup>1</sup> The eligible agency must provide non-Federal funds for State administration of its Title I grant in an amount not less than the amount it provided in the preceding year.

**PERKINS IV BUDGET TABLE - PROGRAM YEAR 1**  
(For Federal Funds to Become Available Beginning on July 1, 2007)

**II. TITLE II: TECH PREP PROGRAMS**

A. Total Title II Allocation to the State	\$ 2,038,374
B. Amount of Title II Tech Prep Funds to Be Consolidated with Title I Funds	\$ <u>0</u>
C. Amount of Title II Funds to Be Made Available For Tech-Prep ( <i>Line A less Line B</i> )	\$ 2,038,374
D. Tech-Prep Funds Earmarked for Consortia	\$ 1,936,455
a. Percent for Consortia ( <i>Line D divided by Line C</i> ) [95%]	
b. Number of Consortia	<u>22</u>
c. Method of Distribution ( <i>check one</i> ):	
<input checked="" type="checkbox"/> <u>xx</u> Formula	
<input type="checkbox"/> <u>          </u> Competitive	
E. Tech-Prep Administration	\$ 101,919
a. Percent for Administration ( <i>Line E divided by Line C</i> ) [5%]	

## **PART C: ACCOUNTABILITY FORMS**

## **Student Definitions**

*CTE Secondary Participant* – A secondary student who has passed one or more courses in any CTE program area

*CTE Secondary Concentrator* – A secondary student who has passed two or more CTE courses above the exploratory level in a single cluster

*CTE Secondary Completer* – A secondary student who has completed a CTE instructional program

*CTE Postsecondary Participant* – A student enrolled with a vocational intent who has earned one or more college level credits in any career and technical education (CTE) program area

*CTE Postsecondary Concentrator* – A postsecondary student who: (1) completes at least 12 academic or CTE credits within a single program area sequence that is comprised of 12 or more academic and technical credits and terminates in the award of an industry-recognized credential, a certificate, or a degree; or (2) completes a short-term CTE program sequence of less than 12 credits that terminates in an industry-recognized credential, a certificate, or a degree

## **Core Measures**

### *IS1 Academic Achievement – Reading*

**Numerator:** Number of CTE concentrators who have met the proficient or advanced level on the statewide high school reading/language arts assessment administered by the State under Section 1111(b)(3) of the Elementary and Secondary Education Act (ESEA) as amended by the No Child Left Behind Act based on the scores that were included in the State's computation of adequate yearly progress (AYP) and who, in the reporting year, left secondary education.

**Denominator:** Number of CTE concentrators who took the ESEA assessments in reading/language arts whose scores were included in the State's computation of AYP and who, in the reporting year, left secondary education

### *IS2 Academic Achievement – Mathematics*

**Numerator:** Number of CTE concentrators who have met the proficient or advanced level on the statewide high school mathematics assessment administered by the State under Section 1111(b)(3) of the Elementary and Secondary Education Act (ESEA) as amended by the No Child Left Behind Act based on the scores that were included in the State's computation of adequate yearly progress (AYP) and who, in the reporting year, left secondary education.

**Denominator:** Number of CTE concentrators who took the ESEA assessments in mathematics whose scores were included in the State's computation of AYP and who, in the reporting year, left secondary education

### *2S1 Technical Skill Attainment*

Numerator: Number of CTE concentrators who have passed an industry-based assessment and who have left secondary education in the reporting year

Denominator: Number of CTE concentrators in programs with industry assessments and who have left secondary education in the reporting year

### *3S1 Secondary School Completion*

Numerator: Number of CTE concentrators who have attained a high school diploma or GED and who have left secondary education in the reporting year

Denominator: Number of CTE concentrators who have left secondary education during the reporting year

### *4S1 Student Graduation Rates*

Numerator: Number of CTE concentrators who, in the reporting year, were included as graduated in the State's computation of its graduation rate as described in Section 1111(b)(2)(C)(vi) of the ESEA.

Denominator: Number of CTE concentrators who, in the reporting year, were included in the State's computation of its graduation rate as defined in the state's Consolidated Accountability Plan pursuant to Section 1111(b)(2)(c)(vi) of the ESEA

### *5S1 Placement*

Numerator: Number of CTE concentrators who were either employed, enrolled in higher education, or enlisted in the military during the third post-exit quarter, based on administrative records or a student survey

Denominator: Number of CTE concentrators who have left secondary education during the reporting year

### *6S1 Nontraditional Participation*

Numerator: Number of CTE participants from underrepresented gender groups who participated in a program that leads to employment in nontraditional fields during the reporting year

Denominator: Number of CTE participants who participated in a program that leads to employment in nontraditional fields during the reporting year

### *6S2 Nontraditional Completion*

Numerator: Number of CTE concentrators from underrepresented gender groups who completed a program that leads to employment in nontraditional fields during the reporting year

Denominator: Number of CTE concentrators who completed a program that leads to employment in nontraditional fields during the reporting year

### *1P1 Technical Skill Attainment*

Number of CTE concentrators who have attained an award (a degree, certificate, apprenticeship, or an industry certification) or completed at least 45 vocational credits with a 2.0 GPA

### *2P1 Credential, Certificate, or Diploma*

Number of CTE concentrators who have attained an award (a degree, certificate, apprenticeship, or an industry certification)

### ***3P1 Student Retention***

**Numerator:** Number of CTE participants who became CTE concentrators or enrolled in other higher education during the reporting year

**Denominator:** Number of CTE participants during the reporting year

### ***4P1 Student Placement***

**Numerator:** Number of CTE concentrators who were either employed according to UI wage records or in the military, and not enrolled in higher education during the third quarter after they exit.

**Denominator:** Number of CTE concentrators exiting during the reporting period and not enrolled in higher education during the 3<sup>rd</sup> quarter after exit.

### ***5P1 Nontraditional Participation***

**Numerator:** Number of CTE participants from underrepresented gender groups who participated in a program that leads to employment in nontraditional high wage fields during the reporting year

**Denominator:** Number of CTE participants who participated in a program that leads to employment in nontraditional high wage fields during the reporting year

### ***5P1 Nontraditional Completion***

**Numerator:** Number of CTE concentrators from underrepresented gender groups who completed a program that leads to employment in nontraditional high wage fields during the reporting year

**Denominator:** Number of CTE concentrators who completed a program that leads to employment in nontraditional high wage fields during the reporting year.

## **State Additional Indicators**

### ***Earnings***

Median annualized earnings of former participants with employment recorded in Unemployment Insurance (UI) and other administrative records during the third quarter after leaving the program, measured only among the former participants not enrolled in further education during the quarter.

### ***Employer Satisfaction***

Percentage of employers who report satisfaction with new employees who are program completers as evidenced by survey responses (Not required at the local level)

### ***Student Satisfaction***

Percentage of former students who report satisfaction with the program as evidenced by survey responses (Not required at the local level)

## II. FINAL AGREED UPON PERFORMANCE LEVELS FORM (FAUPL)

### A. SECONDARY LEVEL

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Indicator & Citation	Measurement Definition	Measurement Approach	Baseline (Indicate Year)	Year One 7/1/07- 6/30/08	Year Two 7/1/08- 6/30/09
<b>1S1</b> <b>Academic</b> <b>Attainment –</b> <b>Reading/Language</b> <b>Arts</b> <b>113(b)(2)(A)(i)</b>	<p><b>Numerator:</b> Number of CTE concentrators who have met the proficient or advanced level on the statewide high school <b>reading/language arts</b> assessment administered by the State under Section 111(b)(3) of the Elementary and Secondary Education Act (ESEA) as amended by the No Child Left Behind Act based on the scores that were included in the State's computation of adequate yearly progress (AYP) and who, in the reporting year, left secondary education.</p> <p><b>Denominator:</b> Number of CTE concentrators who took the ESEA assessments in <b>reading/language arts</b> whose scores were included in the State's computation of AYP and who, in the reporting year, left secondary education</p>	<p>State and Local Administrative Records</p>	<p><b>B:</b></p>	<p><b>L:</b> Will be pre-populated at the request of the State</p> <p><b>A:</b></p>	<p><b>L:</b> Will be pre-populated at the request of the State</p> <p><b>A:</b></p>

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Indicator & Citation	Measurement Definition	Measurement Approach	Baseline (Indicate Year)	Year One 7/1/07-6/30/08	Year Two 7/1/08-6/30/09
1S2 Academic Attainment - Mathematics 113(b)(2)(A)(i)	<p><b>Numerator:</b> Number of CTE concentrators who have met the proficient or advanced level on the statewide high school <b>mathematics</b> assessment administered by the State under Section 1111(b)(3) of the Elementary and Secondary Education Act (ESEA) as amended by the No Child Left Behind Act based on the scores that were included in the State's computation of adequate yearly progress (AYP) and who, in the reporting year, left secondary education</p> <p><b>Denominator:</b> Number of CTE concentrators who took the ESEA assessments in mathematics whose scores were included in the State's computation of AYP and who, in the reporting year, left secondary education</p>	State and Local Administrative Records	B:	<p>L: Will be pre-populated at the request of the State</p> <p>A:</p>	<p>L: Will be pre-populated at the request of the State</p> <p>A:</p>

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Indicator & Citation	Measurement Definition	Measurement Approach	Baseline (Indicate Year)	Year One 7/1/07-6/30/08	Year Two 7/1/08-6/30/09
2S1 Technical Skill Attainment 113(b)(2)(A)(ii)	<b>Numerator:</b> Number of CTE concentrators who have passed an industry-based assessment and who have left secondary education in the reporting year <b>Denominator:</b> Number of CTE concentrators in programs with industry assessments and who have left secondary education in the reporting year	State and Local Administrative Records	B:	L:  A:	L:  A:
3S1 Secondary School Completion 113(b)(2)(A)(iii)(I-III)	<b>Numerator:</b> Number of CTE concentrators who have attained a high school diploma or GED and who have left secondary education in the reporting year <b>Denominator:</b> Number of CTE concentrators who have left secondary education during the reporting year.	State and Local Administrative Records	B:	L:  A:	L:  A:

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Indicator & Citation	Measurement Definition	Measurement Approach	Baseline (Indicate Year)	Year One 7/1/07-6/30/08	Year Two 7/1/08-6/30/09
4S1 Student Graduation Rates 113(b)(2)(A)(iv)	<p><b>Numerator:</b> Number of CTE concentrators who, in the reporting year, were included as graduated in the State's computation of its graduation rate as described in Section 1111(b)(2)(C)(vi) of the ESEA</p> <p><b>Denominator:</b> Number of CTE concentrators who, in the reporting year, were included in the State's computation of its graduation rate as defined in the state's Consolidated Accountability Plan pursuant to Section 1111(b)(2)(C)(vi) of the ESEA</p>	State and Local Administrative Records	B:	<p>L: Will be pre-populated at the request of the State</p> <p>A:</p>	<p>L: Will be pre-populated at the request of the State</p> <p>A:</p>
5S1 Secondary Placement 113(b)(2)(A)(v)	<p><b>Numerator:</b> Number of CTE concentrators who were employed, enrolled in higher education, or enlisted in the military during the third post-exit quarter, based on administrative records or a student survey</p> <p><b>Denominator:</b> Number of CTE concentrators who have left secondary education during the reporting year</p>	State and Local Administrative Records or Student Survey	B:	<p>L:</p> <p>A:</p>	<p>L:</p> <p>A:</p>

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Indicator & Citation	Measurement Definition	Measurement Approach	Baseline (Indicate Year)	Year One 7/1/07-6/30/08	Year Two 7/1/08-6/30/09
<b>6S1</b> <b>Nontraditional Participation</b> <b>113(b)(2)(A)(vi)</b>	<b>Numerator:</b> Number of CTE participants from underrepresented gender groups who participated in a program that leads to employment in nontraditional fields during the reporting year <b>Denominator:</b> Number of CTE participants who participated in a program that leads to employment in nontraditional fields during the reporting year	State and Local Administrative Records	B:	L: A:	L: A:
<b>6S2</b> <b>Nontraditional Completion</b> <b>113(b)(2)(A)(vi)</b>	<b>Numerator:</b> Number of CTE concentrators from underrepresented gender groups who completed a program that leads to employment in nontraditional fields during the reporting year <b>Denominator:</b> Number of CTE concentrators who completed a program that leads to employment in nontraditional fields during the reporting year	State and Local Administrative Records	B:	L: A:	L: A:

### III. FINAL AGREED UPON PERFORMANCE LEVELS FORM (FAUPL)

#### B. POSTSECONDARY/ADULT LEVEL

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Indicator & Citation	Measurement Definition	Measurement Approach	Baseline (Indicate Year)	Year One 7/1/07-6/30/08	Year Two 7/1/08-6/30/09
1P1 Technical Skill Attainment 113(b)(2)(B)(i)	Number of CTE concentrators who have attained an award (a degree, certificate, apprenticeship, or an industry certification) or completed at least 45 vocational credits with a 2.0 GPA	State and Local Administrative Records	B:	L: A:	L: A:
2P1 Credential, Certificate, or Degree 113(b)(2)(B)(ii)	Number of CTE concentrators who have attained an award (a degree, certificate, apprenticeship, or an industry certification)	State and Local Administrative Records	B:	L: A:	L: A:
3P1 Student Retention or Transfer 113(b)(2)(B)(iii)	<b>Numerator:</b> Number of CTE participants who became CTE concentrators or enrolled in other higher education during the reporting year <b>Denominator:</b> Number of CTE participants during the reporting year	State and Local Administrative Records	B:	L: A:	L: A:

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Indicator & Citation	Measurement Definition	Measurement Approach	Baseline (Indicate Year)	Year One 7/1/07-6/30/08	Year Two 7/1/08-6/30/09
4P1 Student Placement 113(b)(2)(B)(iv)	<p><b>Numerator:</b> Number of CTE concentrators who were either employed according to UI wage records or in the military, and not enrolled in higher education during the third quarter after they exit.</p> <p><b>Denominator:</b> Number of CTE concentrators exiting during the reporting period and not enrolled in higher education during the third quarter after exit.</p>	State and Local Administrative Records	B:	L: A:	L: A:
5P1 Nontraditional Participation 113(b)(2)(B)(v)	<p><b>Numerator:</b> Number of CTE participants from underrepresented gender groups who participated in a program that leads to employment in nontraditional high wage fields during the reporting year</p> <p><b>Denominator:</b> Number of CTE participants who participated in a program that leads to employment in nontraditional high wage fields during the reporting year</p>	State and Local Administrative Records	B:	L: A:	L: A:

<b>5P2</b> <b>Nontraditional Completion</b> <b>113(b)(2)(B)(v)</b>	<b>Numerator:</b> Number of CTE concentrators from underrepresented gender groups who completed a program that leads to employment in nontraditional high wage fields during the reporting year <b>Denominator:</b> Number of CTE concentrators who completed a program that leads to employment in nontraditional high wage fields during the reporting year	<b>State and Local Administrative Records</b>	<b>B:</b>	<b>L:</b>  <b>A:</b>	<b>L:</b>  <b>A:</b>
<p><b>State Additional Indicators</b></p> <p><b>Earnings</b></p> <p>Median Annualized earnings of former participants with employment recorded in Unemployment Insurance (UI) and other administrative records during the third quarter after leaving the program, measured only among the former participants not enrolled in further education during the quarter.</p> <p><b>Employer Satisfaction</b></p> <p>Percentage of employers who report satisfaction with new employees who are program completers as evidenced by survey responses (Not required at the local level)</p> <p><b>Student Satisfaction</b></p> <p>Percentage of former students who report satisfaction with the program as evidenced by survey responses (Not required at the local level)</p>					

# **APPENDICES**

# **APPENDIX A**

## **Organizational Charts**

# WORKFORCE TRAINING AND EDUCATION COORDINATING BOARD

INTERIM EXECUTIVE DIRECTOR

**Don Bennett**

SPECIAL ASSISTANT FOR  
COMMUNICATIONS

Vacant

- \* Communications/Public Awareness
- \* Media Relations
- \* Publications

EXECUTIVE ASSISTANT

Karla Brauer

- \* Administrative Support to Executive Director
- \* Personnel/Human Resources
- \* Board Support

Julie Anderson

PROGRAM  
MANAGEMENT  
TEAM

Walter Wong

WORKFORCE  
DEVELOPMENT  
SYSTEM  
PARTNERSHIP TEAM

Pam Lund

WORKFORCE  
DEVELOPMENT  
SYSTEM POLICY  
AND RESEACH  
TEAM

Bryan Wilson

- Budget and Financial Management (\$26 Million Annual Budget)
- Administrative Services
- State Budget Development
- Federal Voc. Ed. (Carl Perkins)  
Including:
  - Program Planning
  - Program Development and Innovation
  - Administration
  - Monitoring
  - Fiscal Reporting
  - Audit Resolution
  - Office of Civil Rights
- Career Guidance, including Career Guide
- Private Vocational Schools (PVS) Act (250+ Licenses)
- Tuition Recovery Fund (\$300 Million)
- Veterans Program Approval
- Washington Award for Vocational Excellence (WAVE)

- Local Workforce Development Council Development and Assistance
- HSHW Implementation  
Including:
  - Skills-Based System
  - Youth Development
- Apprenticeship
- Workforce & Economic Development Linkages
- High Demand or Targeted Industries
- Health Care
- Business Relationships
- Customer Satisfaction
- Workforce Development Directory
- Skill Panels
- Agency Continuous Quality Improvement
- State level alignment and partnership
- Annual Workforce Strategies Leadership Conference

- HSHW Development (Biennial)
- State-Level Policy Development
- Legislative Relations
- State Needs Assessments Gap,
- Employer Survey
- Performance Management System
- Development and Implementation  
Including:
  - Goals, Indicators and Target Setting
  - -PMCI Committee
  - Performance Standards
  - Evaluations
  - Data Standards
  - Incentives and Sanctions
  - Federal Reporting
  - Consumer Report System
- Health Care Personnel Shortage
- Task Force

Donna Ashman  
Diane Donahoo  
Minh Mai  
Lee Williams

Terri Colbert  
Robert Hinsch  
Peggy Rudolph  
vacancy

Yvonne Chase  
Jamie Krause  
Patricia Spencer

Mike Brennan  
Martin McCallum

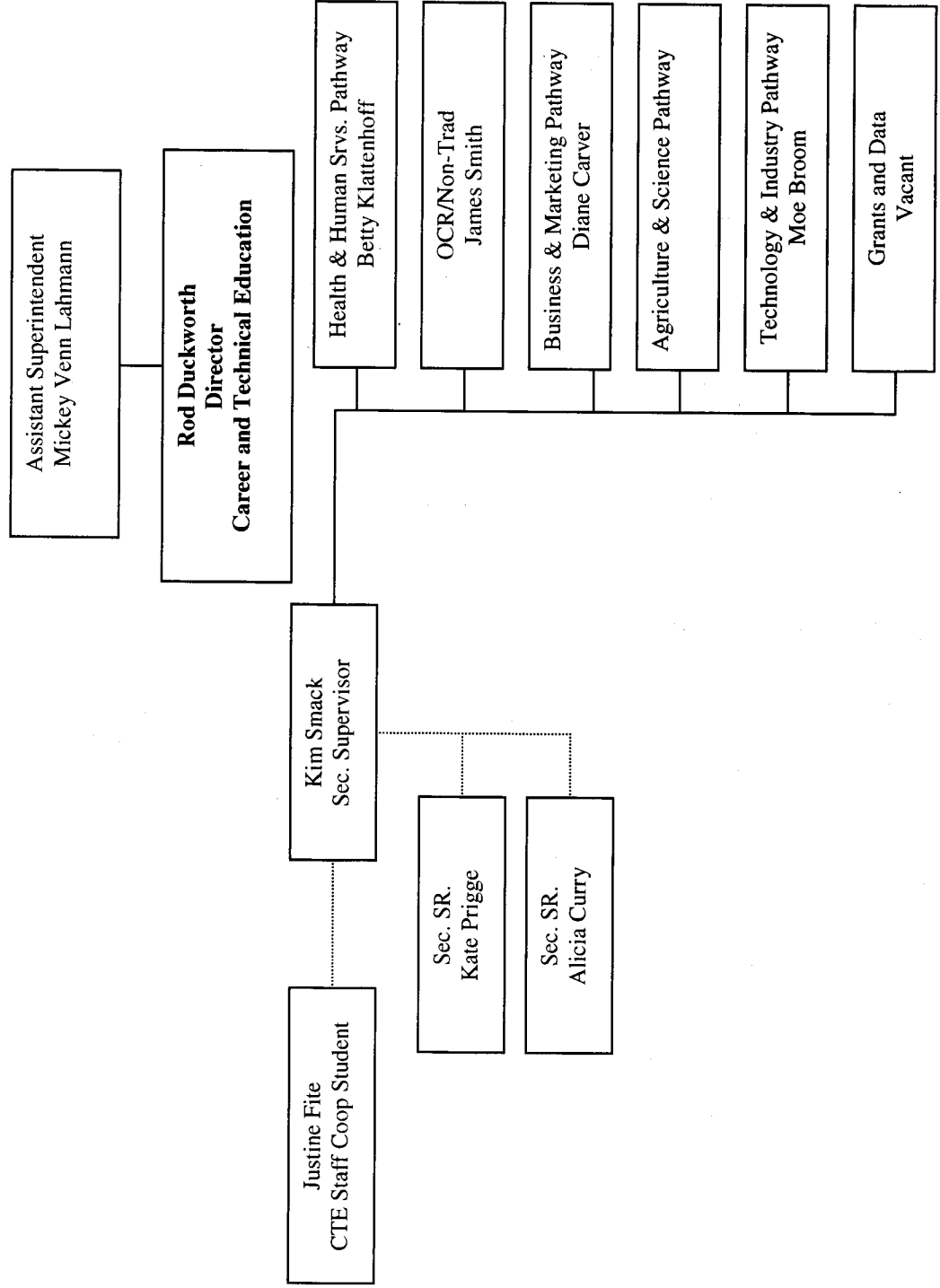
James Hu  
Barbara Mix  
Karen Pyle  
Carl Wolfhagen

Mehrnaz Jamzadeh  
Wes Pruitt  
Madeleine Thompson  
vacancy

**Figure 1**



# OSPI CTE Organizational Chart



## January 2007



# **APPENDIX B**

## **Local Recipients**

## Washington State School Districts

Aberdeen	Ferndale	Naselle-Grays River	Skykomish
Adna	Fife (02)	New Market SC	Snohomish
Almira	Finley	Newport	Sno-Isle SC
Anacortes	Franklin Pierce	Nine Mile Falls	Snoqualmie Valley
Arlington	Freeman	Nooksack Valley	Soap Lake
Asotin Martin	Garfield	North Beach	South Bend
Auburn	Glenwood	North Franklin	South Kitsap
Bainbridge Island	Goldendale	North Kitsap	South Whidbey
Battle Ground	Grand Coulee	North Mason	Spokane
Bellevue	Grandview	North Olympic	Spokane Area Prof.
Bellingham	Granger	Peninsula SC	Tech SC
Bethel	Granite Falls	North River	Sprague
Bickleton	Harrington	North Thurston	St. John
Blaine	Highland	Northport	Stanwood-Camano
Bremerton	Highline	Northshore	Steilacoom
Brewster	Hockinson	Oak Harbor	Stevenson-Carson
Bridgeport	Hoquiam	Oakville	Sultan
Burlington-Edison	Inchelium	Ocean Beach	Sumner
Camas	Issaquah	Ocosta	Sunnyside
Cape Flattery	Kalama	Odessa	Tacoma
Cascade	Kalotus	Okanogan	Taholah
Cashmere	Kelso	Olympia	Tahoma
Castle Rock	Kennewick	Omak	Tekoa
Central Kitsap	Kent	Onalaska	Tenino
Central Valley	Kettle Falls	Orient	Thorp
Centralia	Kiona-Benton	Orting	Toledo
Chehalis	Kittitas	Othello	Tonasket
Cheney	Klickitat	Palouse	Toppenish
Chewelah	La Center	Pasco	Touchet
Chimacum	La Conner	Pateros	Toutle Lake
Clark County SC	Lacrosse	Pe Ell	Tri-Tech SC
Clarkston	Lake Chelan	Peninsula	Tukwila
Cle Elum-Roslyn	Lake Stevens	Pomeroy	Tumwater
Clover Park	Lake Washington	Port Angeles	University Place
Colfax	Lakewood	Port Townsend	Vancouver
Colton	Liberty	Prosser	Vashon Island
Columbia (Stevens)	Lind	Pullman	Wahkiakum
Columbia (Walla Walla)	Longview	Puyallup	Wahluke
Colville	Lopez	Quilcene	Waitsburg
Concrete	Lyle	Quillayute Valley	Walla Walla
Coulee-Hartline	Lynden	Quinault	Wapato
Coupeville	Mabton	Quincy	Warden
Crescent	Mansfield	Rainier	Washougal
Creston	Manson	Raymond	Washucna
Curlew	Mary M. Knight	Reardan-Edwall	Waterville
Cusick	Mary Walker	Renton	Wellpinit
Darrington	Marysville	Republic	Wentachee
Davenport	Mead	Richland	West Sound Tech SC
Dayton	Medical Lake	Ridgefield	West Valley (Spokane)
Deer Park	Mercer Island	Ritzville	West Valley (Yakima)
East Valley (Spokane)	Meridian	Riverside	White Pass
East Valley (Yakima)	Monroe	Riverview	White River
Eastmont	Montesano	Rochester	White Salmon
Easton	Morton	Rosalia	Wilbur
Eatonville	Moses Lake	Royal	Willapa Valley
Edmonds	Mossyrock	San Juan Island	Wilson Creek
Ellensburg	Mount Adams	SeaTac Occup. SC	Winlock
Elma	Mount Baker	Seattle	Wishkah Valley
Entiat	Mount Vernon	Sedro-Wooley	Wishram
Enumclaw	Mountlake	Selah	Woodland
Ephrata	Mukilteo	Selkirk	Yakima
Everett	N Central SC	Sequim	Yakima Valley Tech SC
Evergreen	Naches Valley	Shelton	Yelm
Federal Way	Napavine	Shoreline	Zillah

## Washington Postsecondary Institutions

Bates Technical College  
Bellevue Community College  
Bellingham Technical College  
Big Bend Community College  
Cascadia Community College\*  
Centralia College  
Clark College  
Clover Park Technical College  
Columbia Basin College  
Edmonds Community College  
Everett Community College  
Grays Harbor College  
Green River Community College  
Highline Community College  
Lake Washington Technical College  
Lower Columbia College  
North Seattle Community College  
Olympic College

Peninsula College  
Pierce-Fort Steilacoom  
Pierce-Puyallup  
Renton Technical College  
Seattle Central Community College  
Seattle Vocational Institute  
Shoreline Community College  
Skagit Valley College  
South Puget Sound Community College  
South Seattle Community College  
Spokane Community College  
Spokane Falls Community College  
Tacoma Community College  
Walla Walla Community College  
Wenatchee Valley Community College  
Whatcom Community College  
Yakima Valley Community College

\*Cascadia did not meet the required \$50,000 level. This college will not receive Perkins Basic funds for 2007-2008.



## WA State Tech Prep Consortia

Puget Sound Career Consortium -South Seattle Community College  
Whatcom Tech Prep Consortium - Bellingham Technical College  
Twin County Consortium - Grays Harbor College  
North Olympic Peninsula Consortium - Peninsula College  
Sno-Isle/Everett Community College Consortium - Everett Community College- Monroe Campus  
Pierce County Careers Connection - Carlton Center  
Northeast Tech Prep Consortium - Bellevue Community College  
Seattle Tech Prep Consortium - Siegel Center, Seattle Community Colleges  
South Sound Tech Prep Partnership - South Puget Sound Community College  
Lewis & So. Thurston Counties Consortium - Centralia College  
PrepWork Consortium - Skagit Valley College  
West Sound Consortium - Olympic College  
NE Washington/Spokane Consortium – Community Colleges of Spokane  
Southeastern Washington Tech Prep Consortium - Walla Walla Community College  
Cowlitz-Wahkiakum Career Development Consortium - Lower Columbia College  
Columbia Basin Consortium - Columbia Basin College  
Yakima Valley Consortium - Yakima Valley Community College  
Edmonds Tech Prep Consortium - Edmonds Community College  
Clark-SW Washington Consortium - Clark College  
North Central Washington Consortium - Wenatchee Valley College  
Basin Tech Prep Consortium - Big Bend Community College  
South King County Tech Prep Consortium - Green River Community College

*Note: Colleges listed act as fiscal agents to the consortia. All colleges in the CTC system are partners in at least one consortium.*

# **APPENDIX C**

## **LOCAL RECIPEINT ALLOCATIONS**

## Secondary Awards

2006-07		
Carl Perkins Vocational and Technical Education Act (Federal Funds)		

CoDistID	District	Amount
14005	ABERDEEN	41,709.00
21226	ADNA	4,115.00
22017	ALMIRA	1,192.00
29103	ANACORTES	18,222.00
31016	ARLINGTON	26,002.00
02420	ASOTIN-ANATONE	6,242.00
17408	AUBURN	106,830.00
18303	BAINBRIDGE	16,272.00
06119	BATTLE GROUND	61,114.00
17405	BELLEVUE	88,951.00
37501	BELLINGHAM	95,289.00
01122	BENGE	-
27403	BETHEL	125,270.00
20203	BICKLETON	596.00
37503	BLAINE	16,112.00
21234	BOISTFORT	-
18100	BREMERTON	69,833.00
24111	BREWSTER	16,074.00
09075	BRIDGEPORT	9,801.00
16046	BRINNON	-
29100	BURLINGTON EDISON	24,336.00
06117	CAMAS	20,830.00
05401	CAPE FLATTERY	8,123.00
27019	CARBONADO	-
04228	CASCADE	8,167.00
04222	CASHMERE	9,439.00
08401	CASTLE ROCK	10,822.00
20215	CENTERVILLE	-
18401	CENTRAL KITSAP	70,752.00

32356	CENTRAL VALLEY	55,652.00
21401	CENTRALIA	34,406.00
21302	CHEHALIS	19,831.00
32360	CHENEY	34,437.00
33036	CHEWELAH	15,040.00
16049	CHIMACUM	10,480.00
02250	CLARKSTON	31,921.00
19404	CLE ELUM-ROSLYN	6,423.00
27400	CLOVER PARK	139,737.00
38300	COLFAX	4,418.00
36250	COLLEGE PLACE	-
38306	COLTON	1,039.00
33206	COLUMBIA (STEV)	3,641.00
36400	COLUMBIA (WALLA)	5,295.00
33115	COLVILLE	20,528.00
29011	CONCRETE	12,735.00
29317	CONWAY	-
14099	COSMOPOLIS	-
13151	COULEE/HARTLINE	2,709.00
15204	COUPEVILLE	6,903.00
05313	CRESCENT	3,481.00
22073	CRESTON	1,135.00
10050	CURLEW	3,758.00
26059	CUSICK	4,268.00
19007	DAMMAN	-
31330	DARRINGTON	4,996.00
22207	DAVENPORT	3,093.00
07002	DAYTON	5,866.00
32414	DEER PARK	15,655.00
27343	DIERINGER	-
36101	DIXIE	-
32361	EAST VALLEY (SPK)	25,032.00
39090	EAST VALLEY (YAK)	12,538.00
09206	EASTMONT	36,440.00
19028	EASTON	517.00
27404	EATONVILLE	12,496.00
31015	EDMONDS	159,992.00
19401	ELLENSBURG	26,042.00

14068	ELMA	17,771.00
38308	ENDICOTT	1,525.00
04127	ENTIAT	3,206.00
17216	ENUMCLAW	23,882.00
13165	EPHRATA	22,394.00
21036	EVALINE	-
31002	EVERETT	158,816.00
06114	EVERGREEN (CLARK)	169,119.00
33205	EVERGREEN (STEV)	-
17210	FEDERAL WAY	154,622.00
37502	FERNDALE	50,150.00
27417	FIFE	20,287.00
03053	FINLEY	5,103.00
27402	FRANKLIN PIERCE	73,087.00
32358	FREEMAN	3,332.00
38302	GARFIELD	1,988.00
20401	GLENWOOD	745.00
20404	GOLDENDALE	15,965.00
13301	GRAND COULEE DAM	12,849.00
39200	GRANDVIEW	38,085.00
39204	GRANGER	24,222.00
31332	GRANITE FALLS	16,708.00
23054	GRAPEVIEW	-
32312	GREAT NORTHERN	-
06103	GREEN MOUNTAIN	-
34324	GRIFFIN	-
22204	HARRINGTON	1,325.00
39203	HIGHLAND	11,659.00
17401	HIGHLINE	121,232.00
06098	HOCKINSON	5,779.00
23404	HOOD CANAL	-
14028	HOQUIAM	26,714.00
10070	INCHELIUM	2,314.00
31063	INDEX	-
17411	ISSAQUAH	60,738.00
11056	KAHLOTUS	1,303.00
08402	KALAMA	9,419.00
10003	KELLER	-

08458	KELSO	48,631.00
03017	KENNEWICK	93,481.00
17415	KENT	192,510.00
33212	KETTLE FALLS	12,387.00
03052	KIONA BENTON	12,534.00
19403	KITTITAS	4,769.00
20402	KLICKITAT	1,810.00
29311	LA CONNER	6,402.00
06101	LACENTER	7,734.00
38126	LACROSSE	979.00
04129	LAKE CHELAN	15,693.00
31004	LAKE STEVENS	37,189.00
17414	LAKE WASHINGTON	115,957.00
31306	LAKEWOOD	12,579.00
38264	LAMONT	-
32362	LIBERTY	4,999.00
01158	LIND	2,292.00
08122	LONGVIEW	83,291.00
33183	LOON LAKE	-
28144	LOPEZ	3,177.00
20406	LYLE	5,490.00
37504	LYNDEN	21,261.00
39120	MABTON	15,234.00
09207	MANSFIELD	656.00
04019	MANSON	10,480.00
23311	MARY M KNIGHT	2,658.00
33207	MARY WALKER	10,272.00
31025	MARYSVILLE	70,056.00
14065	MC CLEARY	-
32354	MEAD	43,964.00
32326	MEDICAL LAKE	12,221.00
17400	MERCER ISLAND	18,651.00
37505	MERIDIAN	10,322.00
24350	METHOW VALLEY	6,312.00
30031	MILL A	-
31103	MONROE	30,668.00
14066	MONTESANO	9,418.00
21214	MORTON	4,514.00

13161	MOSES LAKE	61,952.00
21206	MOSSYROCK	5,204.00
39209	MOUNT ADAMS	16,187.00
37507	MOUNT BAKER	25,999.00
30029	MOUNT PLEASANT	-
29320	MT VERNON	68,736.00
31006	MUKILTEO	111,760.00
39003	NACHES VALLEY	6,485.00
21014	NAPAVINE	6,275.00
25155	NASELLE GRAYS RIV	2,691.00
24014	NESPELEM	-
26056	NEWPORT	14,914.00
32325	NINE MILE FALLS	7,362.00
37506	NOOKSACK VALLEY	17,132.00
14064	NORTH BEACH	6,028.00
11051	NORTH FRANKLIN	18,236.00
18400	NORTH KITSAP	38,596.00
23403	NORTH MASON	13,842.00
25200	NORTH RIVER	561.00
34003	NORTH THURSTON	78,421.00
33211	NORTHPORT	3,698.00
17417	NORTHSHORE	100,126.00
15201	OAK HARBOR	49,732.00
38324	OAKESDALE	-
14400	OAKVILLE	4,533.00
25101	OCEAN BEACH	11,461.00
14172	OCOSTA	10,056.00
22105	ODESSA	2,469.00
24105	OKANOGAN	14,435.00
34111	OLYMPIA	54,716.00
24019	OMAK	21,893.00
21300	ONALASKA	9,755.00
33030	ONION CREEK	-
28137	ORCAS	6,076.00
32123	ORCHARD PRAIRIE	-
10065	ORIENT	-
09013	ORONDO	-
24410	OROVILLE	9,839.00

27344	ORTING	9,518.00
01147	OTHELLO	36,960.00
09102	PALISADES	-
38301	PALOUSE	1,018.00
11001	PASCO	108,958.00
24122	PATEROS	2,410.00
03050	PATERSON	-
21301	PE ELL	4,103.00
27401	PENINSULA	46,663.00
23402	PIONEER	-
12110	POMEROY	3,074.00
05121	PORT ANGELES	25,990.00
16050	PORT TOWNSEND	15,429.00
36402	PRESCOTT	4,763.00
03116	PROSSER	28,376.00
38267	PULLMAN	19,207.00
27003	PUYALLUP	91,307.00
16020	QUEETS-CLEARWATE	-
16048	QUILCENE	3,613.00
05402	QUILLAYUTE VALLEY	13,122.00
14097	QUINAULT	3,473.00
13144	QUINCY	26,701.00
34307	RAINIER	5,492.00
25116	RAYMOND	7,871.00
22009	REARDAN	5,072.00
17403	RENTON	115,430.00
10309	REPUBLIC	5,811.00
03400	RICHLAND	49,844.00
06122	RIDGEFIELD	11,388.00
01160	RITZVILLE	3,654.00
32416	RIVERSIDE	17,924.00
17407	RIVERVIEW	15,932.00
34401	ROCHESTER	13,679.00
20403	ROOSEVELT	-
38320	ROSALIA	3,086.00
13160	ROYAL	19,672.00
28149	SAN JUAN	5,132.00
14104	SATSOP	-

17001	SEATTLE	528,652.00
29101	SEDRO WOOLLEY	34,145.00
39119	SELAH	22,979.00
26070	SELKIRK	3,798.00
05323	SEQUIM	21,935.00
28010	SHAW ISLAND	-
23309	SHELTON	53,027.00
17412	SHORELINE	49,639.00
30002	SKAMANIA	-
17404	SKYKOMISH	1,193.00
31201	SNOHOMISH	48,102.00
17410	SNOQUALMIE VALLEY	24,597.00
13156	SOAP LAKE	10,944.00
25118	SOUTH BEND	5,269.00
18402	SOUTH KITSAP	71,017.00
15206	SOUTH WHIDBEY	13,181.00
23042	SOUTHSIDE	-
32081	SPOKANE	347,066.00
22008	SPRAGUE	1,523.00
38322	ST JOHN	1,949.00
31401	STANWOOD	37,679.00
11054	STAR	-
07035	STARBUCK	-
04069	STEHEKIN	229.00
27001	STEILACOOM HIST.	15,268.00
38304	STEPTOE	-
30303	STEVENSON-CARSON	11,701.00
31311	SULTAN	18,771.00
33202	SUMMIT VALLEY	-
27320	SUMNER	36,937.00
39201	SUNNYSIDE	87,364.00
27010	TACOMA	390,257.00
14077	TAHOLAH	3,506.00
17409	TAHOMA	20,740.00
38265	TEKOA	1,867.00
34402	TENINO	9,670.00
19400	THORP	1,221.00
21237	TOLEDO	8,619.00

24404	TONASKET	14,091.00
39202	TOPPENISH	49,770.00
36300	TOUCHET	2,223.00
08130	TOUTLE LAKE	4,374.00
20400	TROUT LAKE	1,048.00
17406	TUKWILA	23,253.00
34033	TUMWATER	21,097.00
39002	UNION GAP	-
27083	UNIVERSITY PLACE	28,025.00
21018	VADER	-
33070	VALLEY	-
06037	VANCOUVER	229,969.00
17402	VASHON ISLAND	9,185.00
35200	WAHKIAKUM	3,560.00
13073	WAHLUKE	16,834.00
36401	WAITSBURG	3,081.00
36140	WALLA WALLA	73,424.00
39207	WAPATO	46,326.00
13146	WARDEN	11,138.00
06112	WASHOUGAL	19,472.00
01109	WASHTUCNA	1,114.00
09209	WATERVILLE	2,375.00
33049	WELLPINIT	4,402.00
04246	WENATCHEE	60,459.00
39208	WEST VALLEY (YAK)	21,287.00
32363	WEST VALLEY(SPOK)	22,821.00
21303	WHITE PASS	9,443.00
27416	WHITE RIVER	27,631.00
20405	WHITE SALMON	11,915.00
22200	WILBUR	3,696.00
25160	WILLAPA VALLEY	3,380.00
13167	WILSON CREEK	1,411.00
21232	WINLOCK	10,039.00
14117	WISHKAH VALLEY	964.00
20094	WISHRAM	833.00
08404	WOODLAND	11,607.00
39007	YAKIMA	163,687.00
34002	YELM	34,248.00

39205

ZILLAH

8,830.00

**Allocations (Skills Centers)**

<b>Skills Centers</b>	<b>Amount</b>
Yakima Valley Technical Skills Center	75,109
Sea-Tac Occupational Skills Center	78,549
Sno-Isle Skills Center	62,493
Clark County Skills Center	68,091
Spokane Area Prof.-Tech Skills Center	65,987
Tri Tech Skills Center	56,783
New Market Vocational Skills Center	51,726
West Sound Technical Skills Center	35,308
North Central Technical Skills Center	29,781
North Olympic Peninsula Skills Center	16,373

# POSTSECONDARY

## FY07 CARL PERKINS AND TECH PREP AWARDS

### PERKINS ACT OF 1998

<b>Provider</b>	<b>Carl Perkins</b>	<b>Tech Prep</b>
Bates	\$348,466	\$0
Bellevue	\$240,425	\$106,773
Bellingham	\$356,732	\$79,427
Big Bend	\$192,182	\$82,010
Cascadia	\$0	\$0
Centralia	\$220,103	\$76,761
Clark	\$526,710	\$89,981
Clover Park	\$471,982	\$0
Columbia Basin	\$370,104	\$83,302
Edmonds	\$318,542	\$75,744
Everett	\$363,676	\$90,613
Grays Harbor	\$249,263	\$79,922
Green River	\$228,057	\$106,059
Highline	\$295,758	\$0
Lake Washington	\$235,279	\$0
Lower Columbia	\$287,309	\$87,013
Olympic	\$315,094	\$80,169
Peninsula	\$279,315	\$81,818
Pierce District	\$350,222	\$114,358
Renton	\$413,582	\$0
Seattle District	\$775,391	\$174,493
Shoreline	\$240,642	\$0
Skagit Valley	\$348,662	\$99,820
South Puget Sound	\$206,575	\$110,539
Spokane District	\$1,066,277	\$78,960
Tacoma	\$433,112	\$0
Walla Walla	\$467,154	\$75,909
Wenatchee Valley	\$361,933	\$83,989
Whatcom	\$116,185	\$0
Yakima Valley	\$692,904	\$78,795
<b>Total Award</b>	<b>\$10,771,636</b>	<b>\$1,936,455</b>

6/2/2006

**APPENDIX D**  
**LOCAL APPLICATIONS**  
**Drafts**

## **Secondary**

## Profile

### iGrants Form Packages Carl D. Perkins Career and Technical Education Act (Federal Funds) Profile of This Form Package

**OSPI Program Area:** Learning and Teaching

**Funding Type:**

**Funding Source:** Federal

**Authorizing Statute:** PL 105-332

**Purpose:** Provides federal assistance to develop academic career and technical skills of students in career and technical areas.

#### Allocation Formula Basis:

70% students ages 7-15 in poverty in district. 30% total ages 7-15 in district.

#### Eligible Subgrantees:

School Districts

#### Reference Materials:

#### Funding Information:

**Funding  
Amounts  
Districts:**



**Funding  
Amounts  
Skill Centers:**



**Indirect Rates for  
2006-07:  
ALERT! 5% CAP**



CFDA #:Code 84.048  
of Federal  
Domestic  
Assistance

Program Acct. 38/46  
Number:

Revenue Acct. 6138/46  
Number:

ESD Program 32  
Acct. Number:

ESD Revenue 69  
Acct. Number:

Carryover No  
Applies:

Budget August 31  
Revision  
Deadline:

Application  
Process:

iGrants System

Board  
Approval:

Yes

**Application Due  
Date:**

12/1/07

Fiscal Year:

2008

Project Period:

7/1/07

thru

8/31/08

Spending  
Term:

12

Valid Program 21  
Activities: Supervision  
22 Lrn  
Resources  
23 Principals  
24 Guid.  
Counsel  
25 Pupil  
Safety  
26 Health Svs.  
27 Teaching  
29 Payment to  
Dist.

**Fiscal Contacts:**

Holly Hill  
(360) 725-6281  
[holly.hill@k12.wa.gov](mailto:holly.hill@k12.wa.gov)

**Program Contacts:**

Kim Smack  
(360) 725-6245  
[kim.smack@k12.wa.us](mailto:kim.smack@k12.wa.us)

## Instructions

### iGrants Form Packages Carl D. Perkins Career and Technical Education Act (Federal Funds) Instructions for Form Completion

#### Submission Notes:

#### **IMPORTANT! Selecting the Correct Perkins Form Package**

##### **Perkins (District) Form Package:**

Form package 215 is to be used **when applying for Perkins funds and the district is not in a Perkins consortium** with other districts. You must complete the iGrants application and the 1000B budget matrix. If your district is a host district for a skills center, you must submit an application and 1000B budget matrix for the district and just the 1000B budget matrix for the skills center. The skills center will submit its own iGrants application (274).

##### **Perkins (Consortium Lead/Fiscal Agent Only) Form Package:**

Form package 214 is to be used when applying for Perkins funds and **your district is in a Perkins consortium and your district is serving as the fiscal agent for the consortium**. You must complete the iGrants application for your own district. You must also complete the 1000B budget matrix but the amount shown on the 1000B will reflect the total amount for all districts in the consortium. All districts within the consortium must submit their own iGrants application (274) but only the fiscal agent district will prepare the 1000B budget matrix (the total amount for the consortium) In addition, you must identify the consortium members (Step 2) tab.

##### **Perkins (Skill Centers, or Districts in Consortia Not Acting as Fiscal Agent) Form Package:**

Form package 274 is to be used when applying for Perkins funds as a skills center **or** a district **participating as a member of a Perkins consortium – but not serving as the fiscal agent**. You only need to complete the iGrants application. If you are a skills center, your host district will submit the 1000B budget matrix for your funds. If you are a Perkins consortium member, the fiscal agent district will submit the 1000B budget matrix on behalf of the entire consortium.

---

In order to receive funds for 2007-08 under Carl D. Perkins Career and Technical Education Act of 2006 (Perkins IV), districts must submit an application that describes how the district will carry out the requirements of the Act and, in particular, Sections 134 and 135 of the Act.

Districts wishing to apply for these funds must complete this application by providing responses to all ten sections of the application.

**If the district is not applying for Perkins IV funds, the district must still respond to Pages #1 and #2 of the application**

All districts offering approved career and technical education programs, including those not receiving Perkins IV funds, are required to maintain local program inventories on file. This information includes the specific programs offered, type of student leadership used, advisory committee minutes and membership, and goals/objectives for program improvement.

Information about obtaining a waiver of the minimum grant criteria (for small, rural school districts) is located at the end of this application.

For technical assistance, please contact:

**Kimberly Smack, Grants and Data Administrator**  
Career and Technical Education  
Old Capitol Building  
PO Box 47200  
Olympia, WA 98504-7200  
[kim.smack@k12.wa.us](mailto:kim.smack@k12.wa.us)  
360-725-6245

## Application

Page 1

### SUBMISSION NOTES:

**ALERT!** In order to receive funds for 2007-08 under the Carl D. Perkins Career and Technical Education Act of 2006 (Perkins IV), districts must submit an application that describes how the district will carry out the requirements of the Act and, in particular, Sections 134 and 135 of the Act.

Districts wishing to apply for these funds, must complete this application by providing responses to all ten sections of the application.

All districts offering approved career and technical education programs, including those not receiving Perkins IV funds, are required to maintain local program inventories on file. This information includes the specific programs offered, type of student leadership used, advisory committee minutes and membership, and goals/objectives for program improvement.

**ALERT!** If you are requesting a waiver of the consortium requirements (for districts receiving less than a \$15,000 allocation), please complete the waiver form at the bottom of this application.

**For technical assistance, please contact:**

Kimberly Smack, Grants and Data Administrator  
Career and Technical Education

OSPI  
Old Capitol Building  
PO Box 47200  
360-725-6245

Email to: Kim Smack at kim.smack@k12.wa.us

**Allocation Amount \$**

**Check the appropriate line(s) below:**

- ☐ Allocation amount is less than \$15,000 and district is requesting a waiver of minimum grant criteria (for federal funds only).
- ☐ District is in consortium.
- ☐ District is not applying for Perkins IV funds. (Page #1 and #2 of application must be completed)

**IMPROVEMENT OF QUALITY (Section 134, b, 6)**

Describe the process that will be used to independently evaluate and continuously improve the performance of the district's career and technical education program.

**WAIVER REQUEST FORM / Consortium Requirements**  
**Carl D. Perkins Career and Technical Education Act of 2006**

**Alert!**  
**(Required of districts receiving less than \$15,000 allocations and not participating in a consortium).**

Districts shall not receive an allocation of Perkins IV grant funds unless the amount of the allocation is greater than \$15,000. A school district shall receive a waiver of this requirement if it is located in a rural, sparsely populated area or is a public charter school operating secondary career and technical education programs, and is unable to participate in a consortium. Districts are encouraged to participate in a consortium when the allocation is below \$15,000. If you wish to request a waiver, please answer the following questions and provide descriptions as necessary.

1. Is the district in a rural, sparsely populated area (225 or fewer students in grades 9-12)?
2. Is the district a charter school operating secondary career and technical education programs?
3. Describe why it is not feasible for the district to participate in a consortium with other districts for the use of Perkins funds.
4. Has the district been in a consortium that can no longer meet the needs of the district's career and technical education program?

Describe why the consortium no longer meets the district's career and technical education program needs.

#### CONSORTIUM REQUIREMENTS

1. The consortium consists of two or more school districts that join together to provide career and technical education programs and services to secondary students (grades 9-12) and meet the \$15,000 criteria.
2. One school district acts as the fiscal agent for the other members of the consortium.
3. Each district in the consortium must complete and submit a Perkins application. A single district application for all districts in a consortium is not acceptable.
4. Funds made available under the grant are used to provide career and technical education programs that are of such size, scope, and quality as to be effective.
5. Funds must be spent to benefit all members of the consortium.

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#### PERKINS ASSURANCES

**ALERT!** Place the hard copy of the printed, signed, and dated assurance section in district files for monitoring/auditing purposes.

#### Instructions:

1. Review the following assurance statements.
2. Sign, date and print a copy of this assurance section.
3. Place the hard copy of the printed, signed, and dated assurance section in district files for monitoring/auditing purposes.
4. Please key in the requested names of school officials and the dates on which they have signed a printed copy of the assurance section

Provide assurances that the district will provide a career and technical education program that is of such size, scope, and quality to bring about improvement in the quality of such programs.

Districts planning to offer career and technical programs in secondary schools must, as an operational requisite, do so in conformity with the State Plan for Career and Technical Education.

**This district hereby assures compliance with the following requirements:**

1. All career and technical education classes/programs receiving state and/or federal career and technical education funding are currently approved by the Office of the Superintendent of Public Instruction (OSPI) and are taught by an instructor who has a current career and technical education certification and whose certification matches the instructional area.
2. All career and technical education instructors of approved applied academic courses have completed approved preparation and yearly inservice for the course(s) they teach.
3. All career and technical education teachers in approved career and technical education programs hold a current first aid and CPR certificate.
4. The local career and technical education program has identified goals and objectives that have been developed in relation to the career and technical standards and indicators and are the basis for federal, state, and special grant funding requirements.
5. The local career and technical education plan was developed in consultation with the local general advisory council (GAC) required to be established by.
6. The local career and technical education plan was developed in consultation with representatives of the educational and training resources available in the area to be served by the applicant, such as private business schools, skills centers, and other public or private agencies.
7. All career and technical education programs and activities are conducted in compliance with Title I of the Perkins Act of 2006 and the provisions of the state plan, including the provision of a financial audit of funds received under this title which may be included as part of an audit of the federal or state programs.
8. All funds made available under the Act will be in accordance with this Act.
9. The district has conducted an evaluation of career and technical education programs using the current standards and indicators, contracted evaluation services, or other local indicators.
10. Each recipient of financial assistance shall annually evaluate the effectiveness of the program. As part of each such evaluation, each recipient shall (1) review programs with the full and informed participation of representatives of individuals who are members of special populations, and (2) evaluate the progress of career and technical education programs assisted under this Act in providing career and technical education students with strong experience in, and understanding of, all aspects of the industry the students are preparing to enter.
11. Students who participate in career and technical education programs are taught to the same challenging academic proficiencies as are taught to all other students.
12. The district will coordinate the non-duplication among programs listed in the Workforce Investment Act.
13. Federal career and technical education funds made available will be used to supplement, and in no case to supplant (replace), such state or local funds.
14. None of the funds expended under Title I of the Perkins Act of 2006 will be used to acquire equipment (including computer software) in any instance in which such acquisition results in a direct financial benefit to any organization representing the interests of the purchasing entity, or any affiliate of such an organization.
15. Consortium dollars are not distributed to receiving districts based upon the amount of funds generated by the Carl D. Perkins formula.
16. Career and technical services, programs, and activities relate to state or relate to state or regional occupational opportunities and prepare students for post secondary opportunities or entry into high skill, high wage jobs in current and emerging occupations.
17. The district will ensure their career and technical education programs are in compliance with Perkins IV Sec. 134 & 135.
18. The district has developed an affirmative action plan which is on file in the school district administration office and at OSPI. The affirmative action plan ensures that there will be no discrimination of staff or students in any school district education program, including career and technical education.
19. Equal access to career and technical education programs will be provided to meet the needs of women and men for training in nontraditional and technological occupations.
20. Provisions will be made to provide programs and facilitate access and opportunities for all students who desire to participate in career and technical services, programs, and

- activities regardless of race, color, national origin, sex, disability, or age.
21. The district has developed a transition plan (which is on file in the school district administration office) for the removal of any building barriers which may exist which would limit access by students with disabilities to any school district education program, including career and technical education.
  22. Career and technical education planning for individuals with disabilities will be coordinated between appropriate representatives of career and technical education and special education.
  23. Each student who is disadvantaged and/or each student with a disability who enrolls in career and technical education programs shall receive:
    - a. Assessment of the interests, abilities, and special needs of such students with respect to completing successfully the career and technical education program.
    - b. Supplementary services, including adaptation of curriculum, instruction, equipment, and facilities designed to meet the needs of special populations.
    - c. Guidance, counseling, and career development activities conducted by professionally/technically trained counselors who are associated with the provision of such special services.
    - d. Counseling services designated to facilitate the transition from school to post-school employment, career opportunities, and postsecondary education.
  24. The districts will adequately address the needs of students in alternative education programs, if appropriate.
  25. Data reported to OSPI under Perkins IV is complete, accurate, and reliable.
  26. Reports and other information will be submitted within the dates established, and documentation will be maintained for five years.
  27. The accounting system and management process used by the institution must be consistent with generally accepted accounting and management practices and meet the specific requirements of the Single Audit Act.
  28. An inventory record will be maintained for all equipment purchased whole or in part with federal funds. All such equipment will be available for use by students in the approved career and technical education program for which purchased.
  29. The district will supply information to the Office of Superintendent of Public Instruction (OSPI) to meet reporting requirements regarding staff, finances, enrollment, completion, and follow up as mandated in the Carl D. Perkins Career and Technical Education Act of 2006.
  30. The district has a policy developed and on file in the school district administration office which ensures that there will be no discrimination based upon race, color, national origin, sex, or disabling condition in any school district education program, including career and technical education. Districts are required to identify a coordinator of federal Title IX regulations.

The following assurances provide evidence that the district will offer programs consistent with the state and federal law.

**Superintendent:**

**Section 504 coordinator:**

**Title IX Officer:**

**General Advisory Chair:**

**Board Chair:**

**Career and Technical Education Director/Administrator:**

**Date printed copy was signed:**

Allocation Amount \$

**REQUIRED USES OF FUNDS (Section 134 and Section 135)**

Provide an approximate dollar amount and brief description of how Perkins IV funds will be used to support the following "required" uses of the funds. If you do not plan to use Perkins IV funds for a particular category, please briefly describe how the district is meeting this requirement, and the estimated amount of state or other funds that will be used to support this activity. Narrative in other sections of this plan should support the intended expenditures.

Link career and technical education at the secondary level and career and technical education at the postsecondary level and to include Tech Prep. (Sec. 135(b)(2))	Amount of Perkins Funds	Estimate of State Funds

**PROGRAMS OF STUDY (Sec. 134(b)(3)(A))**

Describe how the district will offer the appropriate courses of not less than 1 of the career and technical programs of study described in section 122(c)(1)(A).

--

Strengthen academic, career, and technical skills of students through integration of academic, career and technical programs. (Sec. 135(b)(1))	Amount of Perkins Funds	Estimate of State Funds

**IMPROVE ACADEMIC AND TECHNICAL SKILLS OF STUDENTS ENROLLED IN CAREER AND TECHNICAL EDUCATION PROGRAMS (Sec. 134(b)(3)(B))**

Describe how the district will improve the academic and technical skills of students participating in career and technical education programs by strengthening the academic and career and technical components of such programs through the integration of academics with career and technical education programs through a coherent sequence of courses to ensure learning in the core academic and career and technical subjects.

--

**ACADEMIC PROFICIENCIES (Sec. 134(b)(3)(D))**

Describe how the district will ensure that students who participate in career and technical education programs are taught to the same challenging academic proficiencies as are taught for all other students.

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Provide programs that address all aspects of an industry. (Sec. 135(b)(3))	<b>Amount of Perkins Funds</b>	<b>Estimate of State Funds</b>

**ALL ASPECTS OF AN INDUSTRY (Sec. 134(b)(3)(C))**

Describe how the district will provide students with strong experience in, and understanding of, all aspects of an industry (i.e., industry skill standards, certifications, career progression, and management).

Develop, improve, and expand the use of technology (may include professional development), providing students with the ability to enter high technology and telecommunications careers and encouraging schools to work with high technology industries. (Sec. 135(b)(4))	<b>Amount of Perkins Funds</b>	<b>Estimate of State Funds</b>

Describe how Perkins IV funds will be used to support this activity. If no Perkins funds will be used for this activity, provide a brief description of how your district is meeting this requirement and the estimated amount of state and/or other funds that will be used to support this activity.

Provide professional development programs for teachers, administrators, and counselors including inservice and preservice, and practices to involve parents and the community. (Sec. 135(b)(5))	<b>Amount of Perkins Funds</b>	<b>Estimate of State Funds</b>

**PROFESSIONAL DEVELOPMENT (Sec. 134(b)(4))**

Describe how the district will provide comprehensive professional development to teachers, counselors, and administrators including:

- Inservice and preservice training in state-of-the art career and technical education programs and techniques, in effective teaching skills based on research, and in effective practices to improve parental and community involvement;
- Support of education programs for teachers of career and technical education and others who are involved in the direct delivery of educational services to career and technical education students, to ensure that such teachers and personnel stay current with all aspects of an industry;
- Internship programs that provide business experience to teachers; and
- Programs designed to train teachers specifically in the use and application of technology.

**INVOLVING OTHERS (Sec. 134(b)(5))**

Describe how students, teachers, representatives of business and industry, labor organizations, representatives of special populations, and other interested individuals (i.e., parents, community members) are involved in the development, implementation, and evaluation of career and technical education programs assisted under this Act, and how such individuals and entities are effectively informed about, and assisted in understanding, the requirements of this Act.

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Evaluate programs and assess how special populations are being served. (Sec. 135(b)(6))	Amount of Perkins Funds	Estimate of State Funds

**Note:** Special populations means individuals with disabilities, individuals from economically disadvantaged families (including foster children), individuals preparing for nontraditional training and employment, single parents (including single pregnant women), displaced homemakers, and individuals with other barriers to achievement, including those with limited English proficiency.

**SPECIAL POPULATIONS (Sec. 134(b)(8 & 9)(A-B))**

Describe how the district will review career and technical education programs to identify and adopt strategies to overcome barriers that would otherwise result in lowered rates of access to, or lowered success in, the programs for special populations.

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Describe how the district will provide programs that are designed to enable the special populations to meet the State adjusted levels of performance.

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Describe how individuals who are members of the special populations will not be discriminated against on the basis of their status as members of the special populations.

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**PREPARATION FOR NONTRADITIONAL TRAINING AND EMPLOYMENT (Sec. 134(b)(10))**

**Note:** Please refer to the References for suggestions on strategies/activities to consider when responding to this section. Go To

Describe how the district will promote preparation for non-traditional fields.

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Initiate, improve, expand, and modernize quality career and technical education programs, including relevant technology. (Sec. 135(b)(7))	<b>Amount of Perkins Funds</b>	<b>Estimate of State Funds</b>

Describe how Perkins IV funds will be used to support this activity. If no Perkins funds will be used for this activity, provide a brief description of how your district is meeting this requirement and the estimated amount of state and/or other funds that will be used to support this activity.

--

Provide services and activities that are of sufficient size, scope, and quality to be effective. (Sec. 135(b)(8))	<b>Amount of Perkins Funds</b>	<b>Estimate of State Funds</b>

By signing the Perkins assurances the district confirms it is meet this requirement.

	<b>Amount of Perkins Funds</b>	<b>Estimate of State Funds</b>
<b>Total: Anticipated expenditure of required uses of funds.</b>		

#### **PERMISSIVE USES OF THE FUNDS (Section 134 and Section 135)**

Describe how the district will use Perkins IV funds to support the following "permissive" uses of the funds. Indicate the approximate dollar amount to be expended in each category. If you do not plan to use Perkins IV funds for a particular category, please briefly describe how the district is performing this activity. Narrative in other sections of this plan should support the intended expenditures.

Involve parents, businesses, and labor organizations in planning, implementing, and evaluating career and technical programs. (Sec. 135(c)(1))	<b>Amount of Perkins Funds</b>

#### **INVOLVING OTHERS**

Describe how students, teachers, representatives of business and industry, labor organizations, representatives of special populations, and other interested individuals (i.e., parents, community members) are involved in the development, implementation, and evaluation of career and technical education programs assisted under this Act, and how such individuals and entities are effectively informed about, and assisted in understanding, the requirements of this Act.

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Provide career guidance and academic counseling. (Sec. 135(c)(2))	<b>Amount of Perkins Funds</b>

Describe how Perkins IV funds will be used to support this activity. If no Perkins funds will be used for this activity, provide a brief description of how your district is performing this activity.

Support local business and education partnerships and provide work-related experiences (Sec. 135(c)(3))	<b>Amount of Perkins Funds</b>

Describe how Perkins IV funds will be used to support this activity. If no Perkins funds will be used for this activity, provide a brief description of how your district is performing this activity.

Provide programs for special populations (Sec. 135(c)(4))	<b>Amount of Perkins Funds</b>

Describe how Perkins IV funds will be used to support this activity. If no Perkins funds will be used for this activity, provide a brief description of how your district is performing this activity.

**Note:** Special populations means individuals with disabilities, individuals from economically disadvantaged families (including foster children), individuals preparing for nontraditional training and employment, single parents (including single pregnant women), displaced homemakers, and individuals with other barriers to achievement, including those with limited English proficiency.

Assist career and technical student organizations (Sec. 135(c)(5))	<b>Amount of Perkins Funds</b>

Describe how Perkins IV funds will be used to support this activity. If no Perkins funds will be used for this activity, provide a brief description of how your district is performing this activity.

Provide mentoring and support services (Sec. 135(c)(6))	<b>Amount of Perkins Funds</b>

Describe how Perkins IV funds will be used to support this activity. If no Perkins funds will be used for this activity, provide a brief description of how your district is performing this activity.

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Lease, purchase, and upgrade equipment (Sec. 135(c)(7))	<b>Amount of Perkins Funds</b>

Describe how Perkins IV funds will be used to support this activity. If no Perkins funds will be used for this activity, provide a brief description of how your district is performing this activity.

--

Provide initial teacher preparation, including that for teacher candidates from business and industry (Sec. 135(c)(8))	<b>Amount of Perkins Funds</b>

Describe how Perkins IV funds will be used to support this activity. If no Perkins funds will be used for this activity, provide a brief description of how your district is performing this activity.

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Develop and improve curriculum (Sec. 135(c)(12))	<b>Amount of Perkins Funds</b>

Describe how Perkins IV funds will be used to support this activity. If no Perkins funds will be used for this activity, provide a brief description of how your district is performing this activity.

--

To provide support for family and consumer sciences education (Sec. 135(c)(14))	<b>Amount of Perkins Funds</b>

Describe how Perkins IV funds will be used to support this activity. If no Perkins funds will be used for this activity, provide a brief description of how your district is performing this activity.

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Provide programs for adults and school dropouts to complete secondary education	<b>Amount of</b>
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(Sec. 135(c)(15))	<b>Perkins Funds</b>

Describe how Perkins IV funds will be used to support this activity. If no Perkins funds will be used for this activity, provide a brief description of how your district is performing this activity.

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Provide services for placement in employment and further education (Sec. 135(c)(16))	<b>Amount of Perkins Funds</b>

Describe how Perkins IV funds will be used to support this activity. If no Perkins funds will be used for this activity, provide a brief description of how your district is performing this activity.

--

Support nontraditional training and employment (Sec. 135(c)(17))	<b>Amount of Perkins Funds</b>

**Districts must dedicate at least 2% of the total allocation** amount to support nontraditional training and employment. Describe how Perkins IV funds will be used to support this activity.

--

To provide support for training programs in automotive technologies (Sec. 135(c)(14))	<b>Amount of Perkins Funds</b>

Describe how Perkins IV funds will be used to support this activity. If no Perkins funds will be used for this activity, provide a brief description of how your district is performing this activity.

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Other Activities consistent with the purpose of the Act (Sec. 135(c)(20))	<b>Amount of Perkins Funds</b>

Describe how Perkins IV funds will be used to support this activity. If no Perkins funds will be used for this activity, provide a brief description of how your district is performing this activity.

<b>Total</b> Funds for Required Uses	<b>Total</b> Funds for Permissive Uses	<b>Total</b> of Required and Permissive Uses Grand Total	<b>Total</b> Allocation This figure must match the total of Required and Permissive Uses of Funds at left.
\$	\$	\$	\$

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#### STATE LEVELS OF PERFORMANCE (Section 134(b)(2))

Provide a response for each sub-part below.

Describe how the district will use Perkins funds and local program activities to meet the state-defined Adjusted Performance Level (percentages) assigned to each indicator.

- A. Increase student attainment of challenging state academic and career/technical skills proficiencies so that at least 93.21% of the district's students graduate from high school.

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- B. Increase attainment of a high school diploma or its equivalent or a proficiency credential to at least 93.21% of the district's students graduate from high school.

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- C. Increase placement in postsecondary education, military service, or employment to at least 72.08% of the districts graduating students as determined by post-high school placement data.

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- D. Increase enrollment in the districts nontraditional training and employment programs to 37.78% and completion of the district's nontraditional training and employment programs to 31.55% as determined by enrollment and completion data.

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#### INDUSTRY CERTIFICATION

Please list by CIP code any state or nationally recognized industry certification offered within the district CTE courses to a student during 2007-2008 school year. (Ex. 120401-State Licensed Cosmetologist)

**NOTE:** This information is for the Office of Superintendent of Public Instruction (OSPI) Career and Technical Education to help meet the requirements of Perkins IV.

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### Teacher Data

By teacher name please enter the CIP codes that the Career and Technical Education (CTE) Teachers will teach for the 2007-2008 school year. (Include ALL CTE Teachers)

**NOTE:** This information is for the Office of Superintendent of Public Instruction (OSPI) Career and Technical Education purposes only. Names and emails will not be shared with anyone outside of OSPI without permission from individual teachers. This will assist OSPI with professional development planning and trainings. It will also assist in meeting the programs of study requirements in Perkins IV.

Press New button below to create each new teacher record. Press the save button (bottom or top of this page) after completion of each new teacher record to ensure data is saved.

<b>Name: (First)</b>		<b>Name: (Last)</b>		<b>Email:</b>
<b>CIP Codes: (Up To 7 Entries)</b>				
1	2	3	4	
5	6	7		

# **Postsecondary**

**TRANSITION ONE-YEAR PLAN  
2007-08 POSTSECONDARY PERKINS BASIC FUNDS  
STATE BOARD FOR COMMUNITY AND TECHNICAL COLLEGES**

Question sets were developed from Sections 134 and 135 from the Perkins Act of 2006, and the transition plan requirements as outlined in the OVAE Guide for Submission of State Plans. Sections of the Perkins law used to formulate the questions are referenced at the end of the questions text within [brackets].

## **Section 1: Improve Academic and Technical Skills**

1.1 Describe how you will improve the academic and technical skills of students participating in career and technical education programs by: [Sect 135(1)(a)-(b)], [Sect 134(3)(d)], [Sect 134(3)(b)] [Sect 134(3)(b)(i)-(ii)]

- a. Strengthening the academic and career and technical education components of such programs through the *integration* of academics with career and technical education programs.
- b. Developing/Maintaining of a *coherent sequence of courses*, such as found in career and technical programs of study, to ensure learning in the core academic and technical subjects.
- c. Ensuring that students who participate in career and technical education programs are taught to the same challenging academic proficiencies as are taught for all other students.

### **Performance Indicators**

**Check all that apply to this section**

- ☐ Indicator 1 - Activities will improve the number of students attaining challenging and relevant career and technical skill proficiencies including student achievement on technical assessments that are aligned with industry-recognized standards.
- ☐ Indicator 2 - Activities will improve student attainment of industry-recognized credentials, certificates, or degrees.
- ☐ Indicator 3 - Activities will improve student retention in postsecondary education or transfer to a baccalaureate degree program.
- ☐ Indicator 4 - Activities will improve student placement in military service or apprenticeship programs or placement or retention in employment, including placement in high skill, high wage, or high demand occupations or professions.
- ☐ Indicator 5 - Activities will improve student participation in, and completion of career and technical education programs that lead to employment in non-traditional fields.

## Section 2: Programs of Study

**2.1 Colleges need to offer at least one program of study (defined by containing all of the elements listed below) to be eligible for Perkins funds. Respond to the following statements explaining how these elements are present in the program(s) of study you offer. [Sect 135(2)], [Sect 134(3)(a)], [Sect 122(c)(1)(A)]**

### **Elements of a program of study**

#### **A program of study will:**

- (a) Incorporate secondary education and postsecondary education elements.
- (b) Include coherent and rigorous content, aligned with challenging academic standards, and relevant career and technical content in a coordinated, non-duplicative progression of courses that align secondary education with postsecondary education to adequately prepare students to succeed in postsecondary education.
- (c) Include the opportunity for secondary education students to participate in dual or concurrent enrollment programs or other means to acquire postsecondary education credits.
- (d) Lead to an industry-recognized credential or certificate at the postsecondary level, or an associate or baccalaureate degree.

**2.2 Describe how you will, in consultation with secondary partners develop and implement career and technical programs of study.**

**2.3 Describe how you will develop and implement articulation agreements:**

- (a) Between secondary education and postsecondary education institutions.
- (b) Between CTCs and baccalaureate institutions.

**2.4 Describe how career guidance and academic counseling will be provided to career and technical education students, including linkages to future education and training opportunities.**

### **Performance Indicators**

#### **Check all that apply to this section**

- ☐ Indicator 1 - Activities will improve the number of students attaining challenging and relevant career and technical skill proficiencies including student achievement on technical assessments that are aligned with industry-recognized standards.
- ☐ Indicator 2 - Activities will improve student attainment of industry-recognized credentials, certificates, or degrees.
- ☐ Indicator 3 - Activities will improve student retention in postsecondary education or transfer to a baccalaureate degree program.
- ☐ Indicator 4 - Activities will improve student placement in military service or apprenticeship programs or placement or retention in employment, including placement in high skill, high wage, or high demand occupations or professions.
- ☐ Indicator 5 - Activities will improve student participation in, and completion of career and technical education programs that lead to employment in non-traditional fields.

## Section 3: All Aspects of an Industry

3.1 Describe how you will provide students with strong experience in and an understanding of all aspects of an industry, such as industry skills standards and industry certifications, career progression, management, work-based learning experiences, high-skill, high-wage, or high-demand occupations in current or emerging fields. [Sect 135(3)], [Sect 134(3)(c)]

### **Performance Indicators**

**Check all that apply to this section**

- ☐ Indicator 1 - Activities will improve the number of students attaining challenging and relevant career and technical skill proficiencies including student achievement on technical assessments that are aligned with industry-recognized standards.
- ☐ Indicator 2 - Activities will improve student attainment of industry-recognized credentials, certificates, or degrees.
- ☐ Indicator 3 - Activities will improve student retention in postsecondary education or transfer to a baccalaureate degree program.
- ☐ Indicator 4 - Activities will improve student placement in military service or apprenticeship programs or placement or retention in employment, including placement in high skill, high wage, or high demand occupations or professions.
- ☐ Indicator 5 - Activities will improve student participation in, and completion of career and technical education programs that lead to employment in non-traditional fields.

## Section 4: Technology

4.1 Describe how you will develop, improve, or expand the use of technology in career and technical education, which may include—  
[Sect 135(4)]

- (a) Providing career and technical education students with the academic and career and technical skills (including the mathematics and science knowledge that provides a strong basis for such skills) that leads to entry into the technology fields.
- (b) Encouraging collaboration with technology industries to offer voluntary internships and mentoring programs, including programs that improve the mathematics and science knowledge of students.

### **Performance Indicators**

**Check all that apply to this section**

- ☐ Indicator 1 - Activities will improve the number of students attaining challenging and relevant career and technical skill proficiencies including student achievement on technical assessments that are aligned with industry-recognized standards.
- ☐ Indicator 2 - Activities will improve student attainment of industry-recognized credentials, certificates, or degrees.
- ☐ Indicator 3 - Activities will improve student retention in postsecondary education or transfer to a baccalaureate degree program.
- ☐ Indicator 4 - Activities will improve student placement in military service or apprenticeship programs or placement or retention in employment, including placement in high skill, high wage, or high demand occupations or professions.
- ☐ Indicator 5 - Activities will improve student participation in, and completion of career and technical education programs that lead to employment in non-traditional fields.

## Section 5: Professional Development, Recruitment and Retention

Professional development is high quality, sustained, intensive, and focused on instruction, and increases the academic knowledge and understanding of industry standards, as appropriate, of career and technical education teachers.

[Sect 135(5)(A)-(D)], [Sect 134(4)]

5.1 Describe how you will provide in-service and pre-service professional development programs to teachers, administrators, and career guidance and academic counselors who are involved in integrated career and technical education programs including each of the following:

- (a) Effective integration and use of challenging academic and career and technical education provided jointly with academic teachers.
- (b) Techniques in effective teaching skills based on research that includes promising practices.
- (c) Effective practices to improve community involvement.
- (d) Support of education programs for teachers, and others involved in direct delivery of career and technical education, to ensure that such teachers and personnel stay current with all aspects of an industry, and meet certification and licensing requirements.
- (e) Internship programs that provide business and industry experience to teachers.
- (f) Programs designed to train technical education teachers, faculty, and administrators in the effective use and application of technology, which may include distance learning.
- (g) Provides the knowledge and skills needed to work with and improve instruction for special populations.

5.2 Describe efforts to improve the recruitment and retention of career and technical education teachers, faculty, and career guidance and academic counselors, including individuals in groups underrepresented in the teaching profession and to improve the transition to teaching from business and industry.

### **Performance Indicators**

**Check all that apply to this section**

- ☐ Indicator 1 - Activities will improve the number of students attaining challenging and relevant career and technical skill proficiencies including student achievement on technical assessments that are aligned with industry-recognized standards.
- ☐ Indicator 2 - Activities will improve student attainment of industry-recognized credentials, certificates, or degrees.

- ☐ Indicator 3 - Activities will improve student retention in postsecondary education or transfer to a baccalaureate degree program.
- ☐ Indicator 4 - Activities will improve student placement in military service or apprenticeship programs or placement or retention in employment, including placement in high skill, high wage, or high demand occupations or professions.
- ☐ Indicator 5 - Activities will improve student participation in, and completion of career and technical education programs that lead to employment in non-traditional fields.

## Section 6: Involving Others

[Sect 134(5)], [Sect 135(4)-(5)]

- 6.1 (a) Describe how *students, teachers, representatives of business and industry, labor organizations, representatives of special populations, and other interested individuals\** are involved in the planning, development, implementation, and evaluation of career and technical education programs assisted under this Act.
- (b) Describe how these individuals and entities are effectively informed about and assisted in understanding the requirements of this Act.

### Performance Indicators

#### Check all that apply to this section

- ☐ Indicator 1 - Activities will improve the number of students attaining challenging and relevant career and technical skill proficiencies including student achievement on technical assessments that are aligned with industry-recognized standards.
- ☐ Indicator 2 - Activities will improve student attainment of industry-recognized credentials, certificates, or degrees.
- ☐ Indicator 3 - Activities will improve student retention in postsecondary education or transfer to a baccalaureate degree program.
- ☐ Indicator 4 - Activities will improve student placement in military service or apprenticeship programs or placement or retention in employment, including placement in high skill, high wage, or high demand occupations or professions.
- ☐ Indicator 5 - Activities will improve student participation in, and completion of career and technical education programs that lead to employment in non-traditional fields.

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*\*Parents, students, academic and career and technical education teachers, faculty, administrators, career guidance and academic counselors, representatives of tech prep consortia (if applicable), representatives of the entities participating in activities described in section 117 of Public Law 105–220 (if applicable), representatives of business (including small business) and industry, labor organizations, representatives of special populations, and other interested individuals*

## Section 7: Improvement in Quality

[Sect 134(6)-(7)], [Sect 135(6)-(8)], [Transition plan requirement II(A)(2)(f)(iii)]

- 7.1 Describe the *process* that will be used to independently evaluate and continuously improve program performance, student learning and how the needs of special populations are being met.
- 7.2 Describe how you will initiate, improve, expand, and modernize quality career and technical education courses and programs, including relevant technology; and provide services and activities that are of sufficient size, scope, and quality to be effective and that lead to employment in high-skill, high-wage, or high-demand occupations.

### Performance Indicators

**Check all that apply to this section**

- ☐ Indicator 1 - Activities will improve the number of students attaining challenging and relevant career and technical skill proficiencies including student achievement on technical assessments that are aligned with industry-recognized standards.
- ☐ Indicator 2 - Activities will improve student attainment of industry-recognized credentials, certificates, or degrees.
- ☐ Indicator 3 - Activities will improve student retention in postsecondary education or transfer to a baccalaureate degree program.
- ☐ Indicator 4 - Activities will improve student placement in military service or apprenticeship programs or placement or retention in employment, including placement in high skill, high wage, or high demand occupations or professions.
- ☐ Indicator 5 - Activities will improve student participation in, and completion of career and technical education programs that lead to employment in non-traditional fields.

## Section 8: Special Populations

**\*\*\*Special population students include: displaced homemakers, single parents, single pregnant women, non-traditional students, limited English proficient, disabled, and economically disadvantaged. \*\*\***

[Sect 134(8)(a)-(c)], [Sect 134(9)], [Sect 135(9)]

- 8.1 How do you provide activities to prepare special populations, including single parents and displaced homemakers who are enrolled in career and technical education programs, for high skill, high wage, or high demand occupations that will lead to self-sufficiency?
- 8.2 How do you provide programs that are designed to enable the special populations to meet the local adjusted levels of performance?
- 8.3 Describe how career and technical education programs will be reviewed to identify and adopt strategies to overcome barriers that result in lowering rates of access to or lowering success in the programs for special populations.
- 8.4 Describe how you will ensure that members of special populations will not be discriminated against on the basis of their status as members of the special population.

### Performance Indicators

**Check all that apply to this section**

- ☐ Indicator 1 - Activities will improve the number of students attaining challenging and relevant career and technical skill proficiencies including student achievement on technical assessments that are aligned with industry-recognized standards.
- ☐ Indicator 2 - Activities will improve student attainment of industry-recognized credentials, certificates, or degrees.
- ☐ Indicator 3 - Activities will improve student retention in postsecondary education or transfer to a baccalaureate degree program.
- ☐ Indicator 4 - Activities will improve student placement in military service or apprenticeship programs or placement or retention in employment, including placement in high skill, high wage, or high demand occupations or professions.
- ☐ Indicator 5 - Activities will improve student participation in, and completion of career and technical education programs that lead to employment in non-traditional fields.

## Section 9: Performance Indicators for Continuous Improvement

9.1 Describe how your institution will meet or exceed the continuous improvement indicators required by the Perkins Act of 2006.

[Sec 134(b)(2)], [Sect 113(2)(b)]

### **Performance Indicators**

**Check all that apply to this section**

- ☐ Indicator 1 - Activities will improve the number of students attaining challenging and relevant career and technical skill proficiencies including student achievement on technical assessments that are aligned with industry-recognized standards.
- ☐ Indicator 2 - Activities will improve student attainment of industry-recognized credentials, certificates, or degrees.
- ☐ Indicator 3 - Activities will improve student retention in postsecondary education or transfer to a baccalaureate degree program.
- ☐ Indicator 4 - Activities will improve student placement in military service or apprenticeship programs or placement or retention in employment, including placement in high skill, high wage, or high demand occupations or professions.

**Indicator 5 is found in Section 10: Non-traditional Training and Employment Performance Indicator and Program Promotion.**

## **Section 10: Non-traditional Training and Employment Performance Indicator and Program Promotion**

[Sec 134(b)(2)], [Sect 134(10)], [Sect 113(2)(b)]

- 10.1 Describe how your institution will meet or exceed the continuous improvement Indicator 5
  - Student participation in and completion of career and technical education programs that lead to employment in non-traditional fields, as required by the Perkins Act of 2006.
- 10.2 Describe how you will promote non-traditional training and employment.

# **Tech Prep**

*(Note 1: Question sets were developed from the eight content areas of the Tech Prep program from the Perkins Act of 2006. Sections of the Perkins law used to formulate the questions are referenced at the end of the questions text within [brackets].)*

## 1. Articulation

Articulation is essential to ensuring portability of programs, courses, and credits; for linking Tech Prep programs and students with two-year and four-year colleges; and for connecting with K-12 education reforms. An articulation agreement is a written commitment that: a) is agreed upon at the State level or approved annually by the lead administrators of a secondary institution and a postsecondary educational institution or a sub-baccalaureate degree granting postsecondary educational institution and a baccalaureate degree granting postsecondary educational institution; and, b) connects to a program that is designed to provide students with a non-duplicative sequence of progressive achievement leading to technical skill proficiency, a credential, a certificate, or a degree; and, c) is linked through credit transfer agreements between the institutions described above. [Sec 3 (4)(a)-(b)]

Each Tech Prep program shall be carried out under an articulation agreement between the participants in the consortium.

- a) Describe how you will support the development and implementation of articulation agreements, including articulations in high-skill, high-wage/high-demand program areas. [Sec 203(c)(1)(c), (c)(2)(c), (c)(3)(b)]

- ☐ Consortium activity    ☐ Secondary activity    ☐ Postsecondary activity  
Please indicate into which activity category your answer falls.

## Performance Indicators

**Check all that apply to this section.**

- € Indicator 1 - Activities will improve the number of students attaining challenging and relevant career and technical skill proficiencies including student achievement on technical assessments that are aligned with industry-recognized standards.
- € Indicator 2 - Activities will improve student attainment of industry-recognized credentials, certificates, or degrees.
- € Indicator 3 - Activities will improve student retention in postsecondary education or transfer to a baccalaureate degree program.
- € Indicator 4 – Activities will improve student placement in military service or apprenticeship programs or placement or retention in employment, including placement in high skill, high wage, or high demand occupations or professions.
- € Indicator 5 - Activities will improve student participation in and completion of career and technical education programs that lead to employment in non-traditional fields.

## 2. Program of Study and Development of Tech Prep Programs

*The definition of Programs of Study will be developed identified and approved during the transition year as a collaborative process between the WTECB, OSPI and SBCTC with input from stakeholders.*

A program of study combines a minimum of 2 years of secondary education (as determined under State law) with a minimum of 2 years of postsecondary education in a non-duplicative, sequential course of study or an apprenticeship program of not less than 2 years following secondary education instruction and integrates academic and career and technical education instruction, and utilizes work-based and worksite learning experiences where appropriate and available. [sec 203(c)(2a)]

A program of study is designed to provide students with a non-duplicative sequence of progressive achievement leading to technical skill proficiency, a credential, a certificate, or a degree; and linked through credit transfer agreements between the two institutions.

- a) Describe how you will increase or maintain the number of students who participate in and complete a coherent sequence of courses that meet Tech Prep definitions, utilizing career and technical education programs of study, to the extent practicable. [Sec 203 (c)(2)(g)]

- ☐ Consortium activity    ☐ Secondary activity    ☐ Postsecondary activity  
Please indicate into which activity category your answer falls.

- b) Describe how you will provide equal access to the full range of technical preparation programs (including pre-apprenticeship programs) to individuals who are members of special populations, including the development of Tech Prep program services appropriate to the needs of special populations. [Sec 203(c)(6)]

- ☐ Consortium activity    ☐ Secondary activity    ☐ Postsecondary activity  
Please indicate into which activity category your answer falls.

- c) Describe how program elements provide technical preparation in a career field and/or lead to technical skill proficiency, an industry recognized credential, a certificate or a degree in a specific career field, including high-skill, high-wage/high-demand occupations. [Sec 203(c)(2)(c), (c)(2)(e)]

- ☐ Consortium activity    ☐ Secondary activity    ☐ Postsecondary activity  
Please indicate into which activity category your answer falls.

- d) Describe program efforts to build student competence in technical skills and in core academic subjects through applied, contextual, and integrated instruction in a coherent sequence of courses and through the use of work-based or worksite learning experiences, if appropriate and available. [Sec 203(c)(2)(b), (c)(2)(d), (c)(3)(c)]

- ☐ Consortium activity    ☐ Secondary activity    ☐ Postsecondary activity  
Please indicate into which activity category your answer falls.

- e) Describe program elements that support student transition to high-skill, high-wage/high-demand employment or to further education. [Sec 203(c)(2)(f)]

- ☐ Consortium activity    ☐ Secondary activity    ☐ Postsecondary activity  
Please indicate into which activity category your answer falls.

- f) Describe how your Tech Prep program provides support and facilitation for curricula and assessments to be aligned with the EALRs, GLEs and industry standards. [Sec 203(c)(3)(a)]

- ☐ Consortium activity    ☐ Secondary activity    ☐ Postsecondary activity  
Please indicate into which activity category your answer falls.

- g) Describe how you use educational technology and distance learning, as appropriate, to involve all the participants in the consortium more fully in the development and operation of programs. [Sec 203(c)(3)(d)]

- ☐ Consortium activity    ☐ Secondary activity    ☐ Postsecondary activity  
Please indicate into which activity category your answer falls.

- h) Describe how you will develop and implement preparatory services, tools or plans to assist participants. [Sec 203(c)(7)]

- ☐ Consortium activity    ☐ Secondary activity    ☐ Postsecondary activity  
Please indicate into which activity category your answer falls.

## Performance Indicators

Check all that apply to this section.

- € ☐ Indicator 1 - Activities will improve the number of students attaining challenging and relevant career and technical skill proficiencies including student achievement on technical assessments that are aligned with industry-recognized standards.
- € Indicator 2 - Activities will improve student attainment of industry-recognized credentials, certificates, or degrees.
- € Indicator 3 - Activities will improve student retention in postsecondary education or transfer to a baccalaureate degree program.
- € Indicator 4 - Activities will improve student placement in military service or apprenticeship programs or placement or retention in employment, including placement in high skill, high wage, or high demand occupations or professions.
- € Indicator 5 - Activities will improve student participation in and completion of career and technical education programs that lead to employment in non-traditional fields.

### 3. Professional Development

The Tech Prep program will collaboratively develop and initiate professional development opportunities in partnership with both secondary and postsecondary faculty, counselors, staff, administrators and other appropriate partners.

*For Tech Prep purposes, special population students include: single parents, single pregnant women, non-traditional students, limited English proficient, disabled, and economically disadvantaged.*

#### Professional Development for teachers, faculty and administrators

3. 1. Describe how you will provide professional development that:

- a) Supports effective implementation of Tech Prep programs by teachers, faculty and administrators. [Sec 203(c)(4)(a)]

- ☐ Consortium activity    ☐ Secondary activity    ☐ Postsecondary activity  
Please indicate into which activity category your answer falls.

- b) Supports joint training of teachers, faculty and administrators in the Tech Prep consortium. [Sec 203(c)(4)(b)]

- ☐ Consortium activity    ☐ Secondary activity    ☐ Postsecondary activity  
Please indicate into which activity category your answer falls.

- c) Supports teachers, faculty and administrators understanding of the needs, expectations, and methods of business and all aspects of an industry. [Sec 203(c)(4)(c)]

- ☐ Consortium activity    ☐ Secondary activity    ☐ Postsecondary activity  
Please indicate into which activity category your answer falls.

- d) The use of contextual and applied curricula, instruction, and assessment by teachers, faculty and administrators. [Sec 203(c)(4)(d)]

- ☐ Consortium activity    ☐ Secondary activity    ☐ Postsecondary activity  
Please indicate into which activity category your answer falls.

- e) Supports the use and application of technology by teachers, faculty and administrators. [Sec 203(c)(4)(e)]

- ☐ Consortium activity    ☐ Secondary activity    ☐ Postsecondary activity  
Please indicate into which activity category your answer falls.

- f) Assists teachers, faculty and administrators in accessing and utilizing data, occupational and employment information, and information on student achievement, including assessments. [Sec 203(c)(4)(f)]

- ☐ Consortium activity    ☐ Secondary activity    ☐ Postsecondary activity  
Please indicate into which activity category your answer falls.

### **Professional Development for Counselors**

3. 2. Describe how you will provide professional development programs for counselors designed to enable counselors to be more effective in the following areas.

- a) Counselors provide information to students regarding Tech Prep programs, comprehensive career guidance and academic counseling to participating students, including special populations. [Sec 203(c)(5)(a), (c)(5)(f)]

- ☐ Consortium activity    ☐ Secondary activity    ☐ Postsecondary activity  
Please indicate into which activity category your answer falls.

- b) Counselors support student progress in completing Tech Prep programs, which may include the use of graduation and career plans and providing information on related employment opportunities. [Sec 203(c)(5)(b), (c)(5)(c)]

- ☐ Consortium activity    ☐ Secondary activity    ☐ Postsecondary activity  
Please indicate into which activity category your answer falls.

- c) Counselors stay current with the needs, expectations, and methods of business and all aspects of an industry, ensuring that students are placed in appropriate employment or further postsecondary education. [Sec 203(c)(5)(d)], (c)(5)(e)]

- ☐ Consortium activity    ☐ Secondary activity    ☐ Postsecondary activity  
Please indicate into which activity category your answer falls.

### Performance Indicators

**Check all that apply to this section.**

- € Indicator 1 - Activities will improve the number of students attaining challenging and relevant career and technical skill proficiencies including student achievement on technical assessments that are aligned with industry-recognized standards.
- € Indicator 2 - Activities will improve student attainment of industry-recognized credentials, certificates, or degrees.
- € Indicator 3 - Activities will improve student retention in postsecondary education or transfer to a baccalaureate degree program.
- € Indicator 4 – Activities will improve student placement in military service or apprenticeship programs or placement or retention in employment, including placement in high skill, high wage, or high demand occupations or professions.
- € Indicator 5 - Activities will improve student participation in and completion of career and technical education programs that lead to employment in non-traditional fields.

€

- 4. Accountability and Evaluation** – State policy and local consortia planning should reflect an increased emphasis on the use of data and accountability.

- a) Describe the process that will be used to evaluate and continuously improve the Consortium's Tech Prep program performance as defined by the Tech Prep measurement indicators. (From old Plan)

- ☐ Consortium activity    ☐ Secondary activity    ☐ Postsecondary activity  
Please indicate into which activity category your answer falls.

- b) Describe how you use Tech Prep student outcome data including performance and accountability indicators and reports to inform planning and program improvements.  
(From old Plan)

- ☐ Consortium activity    ☐ Secondary activity    ☐ Postsecondary activity  
Please indicate into which activity category your answer falls.

### **Performance Indicators**

**Check all that apply to this section.**

- € Indicator 1 - Activities will improve the number of students attaining challenging and relevant career and technical skill proficiencies including student achievement on technical assessments that are aligned with industry-recognized standards.
- € Indicator 2 - Activities will improve student attainment of industry-recognized credentials, certificates, or degrees.
- € Indicator 3 - Activities will improve student retention in postsecondary education or transfer to a baccalaureate degree program.
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- € Indicator 5 - Activities will improve student participation in and completion of career and technical education programs that lead to employment in non-traditional fields.

*The term 'non-traditional fields' means occupations or fields of work, including careers in computer science, technology, and other current and emerging high skill occupations, for which individuals from one gender comprise less than 25 percent of the individuals employed in each such occupation or field of work.*

<p style="text-align: center;"><b>2007-08 TECH PREP CONSORTIUM GRANT ASSURANCES</b> <b>STATE BOARD FOR COMMUNITY AND TECHNICAL COLLEGES</b></p>
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As a condition for receiving 2006 Perkins Act Title II funds, all consortium activities must adhere to all federal and state rules and regulations. Activities must include the Tech Prep program elements listed below:

1. Be carried out under an articulation agreement between participants in the consortium.
2. Consist of a program of study that combines:
  - A minimum of two years of secondary education with
    - A minimum of two years of post-secondary education in a non-duplicative, sequential course of study; or
    - An apprenticeship program of not less than two years following secondary education instruction;
  - Integrates academic and career and technical education instruction, and utilizes work-based and worksite learning experiences where appropriate and available;
  - Provides technical preparation in a career field, including high skill, high wage, or high demand occupations;
  - Builds student competence in technical skills and in core academic subjects as appropriate, through applied, contextual, and integrated instruction, in a coherent sequence of courses;
  - Leads to technical skill proficiency, an industry-recognized credential, a certificate, or a degree, in a specific career field; and
  - Utilizes career and technical education programs of study, to the extent practicable.
3. Include the development of Tech Prep programs for secondary education and post-secondary education that:
  - Meet academic standards developed by the State;
  - Link secondary schools and two-year post-secondary institutions, and if possible and practicable, four-year institutions of higher education, through:
    - Non-duplicative sequences of courses in career fields;
    - The use of articulation agreements; and
    - The investigation of opportunities for Tech Prep secondary education students to enroll concurrently in secondary education and post-secondary education coursework;
  - Use, if appropriate and available, work-based or worksite learning experiences in conjunction with business and all aspects of an industry; and
  - Use educational technology and distance learning, as appropriate, to involve all the participants in a consortium more fully in the development and operation of programs.
4. Include in-service professional development for teachers, faculty, and administrators that:
  - Supports effective implementation of Tech Prep programs;
  - Supports joint training in the Tech Prep consortium;
  - Supports the needs, expectations, and methods of business and all aspects of an industry;
  - Supports the use of contextual and applied curricula, instruction, and assessment

- Supports the use and application of technology; and
  - Assists in accessing and utilizing data and information on student achievement, including assessments.
5. Include professional development programs for counselors designed to enable counselors to more effectively:
    - Provide information to students regarding Tech Prep programs;
    - Support student progress in completing Tech Prep programs, which may include the use of graduation and career plans;
    - Provide information on related employment opportunities;
    - Ensure that students are placed in appropriate employment or further post-secondary education;
    - Stay current with the needs, expectations, and methods of business and all aspects of an industry; and
    - Provide comprehensive career guidance and academic counseling to participating students, including special populations.
  6. Provide equal access, to the full range of technical preparation programs (including pre-apprenticeship programs), to individuals who are members of special populations, including the development of Tech Prep program services appropriate to the needs of special populations.
  7. Provide for preparatory services that assist participants in Tech Prep programs.
  8. Coordinate activities conducted under title 1.

We the undersigned attest to the fact that the above elements are being addressed in the consortium Tech Prep activities.

Signed: \_\_\_\_\_  
Consortium Director/Coordinator

Signed: \_\_\_\_\_  
Labor Representative on Steering Committee

Signed: \_\_\_\_\_  
Business Representative on Steering Committee

Signed: \_\_\_\_\_  
K-12 Representative on Steering Committee

Signed: \_\_\_\_\_  
Fiscal Agent (President, Fiscal Officer, or designee)